



This long term plan has been adapted from Herts for Learning and shows the narrative, non-fiction and poetry blocks that are covered within each year group. The order, length and focus of these blocks are planned by the class teacher in their medium term plan and more guidance can be found in the text type progression document and the English policy. Grammar, punctuation and spelling objectives and handwriting are integrated within the teacher’s medium term plan. Where classes have mixed year groups, the plans are merged to best suit the cohort and then shared with the following teacher.

YEAR 1 – WRITING									
<u>Narrative</u>	<b>Stories with predictable phrasing</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Contemporary fiction - invented/retell narratives reflecting on own experiences</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Traditional Tales - Fairy tales</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding
<u>Suggested final written outcome</u>	Write simple sentences using patterned language, words and phrases taken from familiar stories			Write a series of sentences to retell events based on personal experience			Write a retelling of a traditional story		
<u>Non-fiction</u>	<b>Labels, lists and captions</b>	<b>Recount</b>		<b>Information text</b>	<b>Instructions</b>		<b>Revisited unit</b>	<b>Revisited unit</b>	
<u>Suggested final written outcome</u>	Write labels and sentences for an in-class exhibition /display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing		A simple non-chronological Information text with a series of sentences to describe aspects of the subject	Following a practical experience, write up the instructions for completing it		One (or more) written outcomes, linked with modules already covered during the term		
<u>Poetry</u>	<b>Vocabulary building</b>	<b>Structure - rhyming couplets</b>		<b>Vocabulary building</b>	<b>Structure - rhyming couplets</b>		<b>Vocabulary building</b>	<b>Take One Poet - poetry appreciation</b>	
<u>Suggested outcome</u>	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Personal responses to poetry and recite			



**YEAR 2 – WRITING**

<u>Narrative</u>	<b>Traditional Tales – Fairy Tales</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Stories with recurring literary language</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Traditional Tales – Myths (creation stories)</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding
<u>Suggested final written outcome</u>	Write a re-telling of a traditional story			Use a familiar story as a model to write a new story, building in descriptions			Write a creation myth based on ones read		
<u>Non-fiction</u>	<b>Explanations</b>	<b>Recount</b>		<b>Information text</b>	<b>Instructions</b>		<b>Revised unit</b>	<b>Revisited unit</b>	
<u>Suggested final written outcome</u>	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts retelling events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	Write a series of fiction-based instructions		One (or more) written outcomes, linked with modules already covered during the term		
<u>Poetry</u>	<b>Vocabulary building</b>	<b>Structure – calligrams</b>	<b>Vocabulary building</b>	<b>Structure - calligrams</b>	<b>Vocabulary building</b>	<b>Take One Poet - poetry appreciation</b>			
<u>Suggested outcome</u>	Read poems. Write and perform own versions	Write own calligrams (based on single words)	Read, write and perform free verse	Write own calligrams (shape poems)	Read, write and perform free verse	Personal responses to poetry and recite			



**YEAR 3 – WRITING**

<u>Narrative</u>	<b>Traditional Tales – Fables</b>	<b>Writing and performing a play</b>	<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Traditional Tales – fairy tales (alternative versions)</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Adventure stories</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding
<u>Suggested final written outcome</u>	Write a new fable to convey a moral	Write and perform a play, based on a familiar story		Write a traditional tale from a key character’s perspective			Write an adventure story, focusing on plot		
<u>Non-fiction</u>	<b>Recount</b>	<b>Instructions – giving directions</b>		<b>Explanations</b>	<b>Information text</b>		<b>Persuasion – persuasive letter writing</b>		
<u>Suggested final written outcome</u>	Write a news/ sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt		Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Develop research and note-taking techniques on a subject and use a spidergram to organise the information		Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader		
<u>Poetry</u>	<b>Vocabulary building</b>	<b>Structure – limericks</b>		<b>Vocabulary building</b>	<b>Structure – haiku, tanka and kennings</b>		<b>Vocabulary building</b>	<b>Take One Poet - poetry appreciation</b>	
<u>Suggested outcome</u>	Read, write and perform free verse	Recite limericks by heart		Read, write and perform free verse	Read and write structures		Read, write and perform free verse	Personal responses to poetry	



**YEAR 4 – WRITING**

<u>Narrative</u>	<b>Story settings</b>	<b>Writing and performing a play</b>	<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Traditional Tales – Myths (quests)</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>A story/stories with a theme</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding
<u>Suggested final written outcome</u>	Write a selection of narrative or several focusing on setting	Write and perform a play, based on a familiar story		Write an ancient myth focusing on effective characterisation and link dialogue to effective characterisation			Relate the theme of the story to personal experiences and write reflecting that theme		
<u>Non-fiction</u>	<b>Recount</b>			<b>Explanations</b>	<b>Information text</b>		<b>Persuasion – persuasive letter writing</b>		
<u>Suggested final written outcome</u>	Write a news/ sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer and begin to discuss balanced perspectives of the event			Create and use a flowchart to write an explanation of a process or item, using notes to use and an impersonal style	Write own information text independently based on notes gathered from several sources		Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing		
<u>Poetry</u>	<b>Vocabulary building</b>	<b>Structure – riddles</b>		<b>Vocabulary building</b>	<b>Structure – narrative poetry</b>		<b>Vocabulary building</b>	<b>Take One Poet - poetry appreciation</b>	
<u>Suggested outcome</u>	Read, write and perform free verse	Read and write riddles		Read, write and perform free verse	Recite narrative poetry and respond		Read, write and perform free verse	Personal responses to poetry and recite	



**YEAR 5 – WRITING**

<u>Narrative</u>	<b>Suspense and mystery</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Traditional Tales – legends</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Fiction from our literary heritage</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding
<u>Suggested final written outcome</u>	Develop skills of building up atmosphere in writing with focus on cohesion			Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.			Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.		
<u>Non-fiction</u>	<b>Discussion</b>	<b>Debating skills</b>		<b>Explanations</b>	<b>Information text</b>		<b>Recount</b>	<b>Persuasion</b>	
<u>Suggested final written outcome</u>	Write up a balanced discussion presenting two sides of an argument, following a debate	A series of live debates on various subjects. Work in groups to prepare and present points of views		Create an explanation of a process or item or with a cross-curricular link, using notes to use and an impersonal style	Write own information text in the form of an information leaflet, in which two or more subjects are compared		Compose a biographical or autobiographical account based on research	Show how persuasive writing can be adapted for different audiences and purposes through a range of writing	
<u>Poetry</u>	<b>Vocabulary building</b>	<b>Structure – cinquain</b>		<b>Vocabulary building</b>	<b>Structure – spoken word poetry / rap</b>		<b>Vocabulary building</b>	<b>Take One Poet - poetry appreciation</b>	
<u>Suggested outcome</u>	Read, write and perform free verse	Read and respond to cinquains	Read, write and perform free verse	Listen to and respond to raps and write own	Read, write and perform free verse	Personal responses to poetry and recite			



**YEAR 6 – WRITING**

<u>Narrative</u>	<b>Narrative workshop: review key narrative techniques with focus on atmosphere</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Focus study skills and assessment weeks</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding	<b>Fiction genres</b>		<b>Cross-curricular</b>  Linked to topic, science or other curriculum areas and reading for pleasure  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term to enable children to demonstrate their developed use of language and secure their text type understanding
<u>Suggested final written outcome</u>	A single extended narrative, or several narratives on a similar theme						A range of short stories conveying different genres; challenge = a genre-swap story		
<u>Non-fiction</u>	<b>Discussion</b>	<b>Journalistic writing</b>		<b>Explanations</b>	<b>Information text</b>		<b>Recount</b>	<b>Persuasion</b>	
<u>Suggested final written outcome</u>	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	Write own report, choosing appropriate style and form of writing to suit a specific purpose and audience		Create an explanation of a process or item or with a cross-curricular link, presenting findings from enquiries including causal relationships	Write own information text in the form of an information leaflet, in which two or more subjects are compared		Writing in role, adapting distinctive voices e.g. CV, biographies from different perspectives, school reports, obituaries and police descriptions	Construct an argument to persuade others of a point of view, present to the class and evaluate its effectiveness	
<u>Poetry</u>	<b>Vocabulary building</b>		<b>Vocabulary building</b>	<b>Structure – monologues</b>	<b>Take One Poet - poetry appreciation</b>				
<u>Suggested outcome</u>	Read, write and perform free verse		Read, write and perform free verse	Read and respond	Personal responses to poetry and recite				