



| Literacy Units- Year 1 | | | | | | |
|------------------------|--|--|---|---|---|---|
| | Term 1 | | Term 2 | | Term 3 | |
| | Autumn 1: This is me! | Autumn 2: Colours | Spring 1: People Who Help Us | Spring 2: On the Farm | Summer 1: Is it a bird? Is it a plane? | Summer 2: Oh I do like to be beside the seaside |
| Narrative | Baseline | Daily name writing | | | | |
| | Topsy and Tim Starting School Suggested Outcome Mark-making - our first painting Give meaning to marks | Rama and Sita The Story of Diwali Suggested Outcome Role-playing/ sequencing and retelling | Firefighters Suggested Outcome Using words to describe characters | Old McDonald Had a Farm Suggested Outcome Drawing/labelling farm animals Give meaning to marks | The Wheels on the Bus Suggested Outcome Labelling people on the bus | Tiddler Suggested Outcome: Rhyme |
| | Marvellous Me Suggested Outcome Mark making - self portraits Give meaning to marks | Elmer the Elephant Suggested Outcomes Alliteration - matching animals | Vets Suggested Outcome Drawing pictures of animals Give meaning to marks | The Cow that went Oink Suggested Outcome Hearing initial sounds in words | On the Train (shine a light) Suggested Outcomes: | Meg at Sea (SP) Suggested Outcome Jumbled sentences |
| | You Choose Suggested Outcome: Speaking and listening - repeating refrains Give meaning to marks | The Jolly Christmas Post-man Suggested Outcome Sequencing a story | | Oliver's Vegetables Suggested Outcome: Writing a list Forming recognisable letters | Duck in the Truck Suggested Outcome: Rhyming couplets | |
| | The Colour Monster Suggested Outcome: Creating a feeling monster/talking about experiences | The Jolly Christmas Post-man Suggested Outcome Letter to Santa | | | Emma Jane's Aeroplane Suggested Outcome: Making own Passport | |



English Long Term Plan Whole School

| | | | | | | |
|-------------|--|---|---|---|---|--|
| Non Fiction | | Bonfire night Suggested outcomes Role-playing fireworks Phase 1 phonics link | Doctors/Nurses Suggested Outcomes | Jack and the Beanstalk Suggested Outcome: Ordering instructions | | Text to be confirmed Suggested Outcome: Writing Postcards |
| | | | Factfiles Suggested Outcome: Draw and describe a police officer | Life cycle of a chick Suggested outcome: Sequencing / writing labels | | Text to be confirmed: Suggested Outcome: Writing a holiday list |
| Poetry | Poetry: Poems for Pleasure: If You're Happy and you Know It Five Little Ducks Twinkle Twinkle, Little Star Humpty Dumpty The Wheels on the Bus Row, Row, Row Your Boat | | Poetry: Poems for Pleasure: Miss Polly had a Dolly Dingle Dangle Scarecrow Old McDonald had a Farm Jack and Jill I'm a Little Teapot Little Bo Peep Five Little Speckled Frogs | | Poetry: Poems for Pleasure: 1,2,3,4,5 Once I Caught a Fish Alive Goosey, Goosey, Gander Hickory Dickory Dock The Wheels on the Bus Ring a Ring a Roses Finger Family Rain, rain, go away | |



Reception

| Literacy Units- Year 1 | | | | | | |
|------------------------|---|---|---|--|---|---|
| | Term 1 | | Term 2 | | Term 3 | |
| | Autumn 1: My Favourite Things | Autumn 2: Celebrations | Spring 1: Amazing Food | Spring 2: Traditional Tales | Summer 1: Minibeasts | Summer 2: Around the World |
| Narrative | Toys Suggested Outcome: Initial sounds focus and labelling | Rama and Sita Suggested Outcome: Diwali Cards | Mr Wolf's Pancakes by Jan Fearley Suggested Outcomes: Setting and character description | Little Red Hen Suggested Outcomes: Recipe | Snail Trail by Ruth Brown Suggested Outcomes: Retelling Stories | There's an Ouch in my Pouch by Jeanne Willis Suggested Outcome: Personal recount |
| | The Princess and the Pea Suggested Outcome: Jumbled Sentences | | Supertato and Evil Peas By Paul Linnet Suggested Outcome: Shopping List | Three Little Pigs Suggested Outcome: Unpunctuated Text | | Mama Panya's Pancake By Mary Chamberlin Suggested Outcome: Pancake Recipe |
| | Meg's Eggs by Nicoll Helen Suggested Outcome: Speech bubble writing | | Handa's Surprise By Eileen Browne Suggested Outcomes: Missing Word Sentences | Gingerbread Man Suggested Outcome: Oral Retelling - Talk For Write | | Mama, Do You Love Me? Barbara M Joosse Suggested Outcome: Sentence writing about Mums. |
| | Leafman Suggested Outcome: Missing word sentences | Suzy Goose and The Christmas Star by Petr Horacek Suggested Outcome: Letter to Santa/Christmas List | The Runaway Wok By Ying Chan Compestine Suggested Outcome: Animal labelling. | Hansel and Gretel Suggested Outcome: Sequence story, then sentence writing | | Mia's Story by Michael Foreman Suggested Outcome: Labelling similarities and differences between character's lives and their own. |



| | | | | | | |
|----------------|---|--|---|--|--|--|
| | | | | Goldilocks Suggested Outcome: Sequence story, then sentence writing | | |
| Non Fiction | | Guy Fawkes Suggested Outcome: Sequencing and retelling | How Did That Get in my Lunchbox? By Christine Butterworth Suggested Outcome: Healthy/Treat food labelling | | Watch Me Grow Butterfly Suggested Outcome: Lifecycle | |
| | | The Hannukah Story Suggested Outcomes: Cards | | | Yucky Worms by Vivien French Suggested Outcome: Worm Factfile | |
| | | Remembrance Suggested Outcomes: Thank you cards | | | | |
| Poetry | Nursery Rhymes Focus: Five Little Ducks Heads, Shoulders, Knees and Toes 1,2,3,4,5 Once I Caught a Fish Alive Five Little Speckled Frogs Incy Wincy Spider BINGO Five little men in a flying saucer Hey Diddle Diddle | | Nursery Rhyme Focus: Ten in the Bed The Grand Old Duke of Young Five Fat Sausages Down in the Jungle Five Current Buns Dem Bones Ten Green Bottles Baby Shark | | Mad About Minibeasts by Giles Andreas | |



| Literacy Units- Year 1 | | | | | | | | |
|------------------------|---|--|------------------------------------|--|--|--------------------------------|---|--------------------------------|
| | Term 1 | | | Term 2 | | Term 3 | | |
| Narrative | Autumn 1: Fiction: Dogger (6 Weeks) Suggested Outcomes: Re-tell | Autumn 2: Adventure Stories: Lost in a toy museum and The Old Toy Room - Twinkl Unit (4 Weeks) Suggested Outcomes Re-tell Change of character retell | Assessment Week (1 Week) | Historical Fiction Toby and the Great Fire of London (3 weeks) Suggested Outcomes Retell Historical Fiction: Vlad and the Great Fire of London (4 Weeks) Suggested Outcomes: Retell with innovation | | Assessment Week (1 Week) | Adventure Stories The Tiger who Came for Tea (5 weeks) Suggested Outcomes Retell with innovation (Children change the predator of the story for the animal they have written their Non Chronological Report about) | Assessment Week (1 Week) |
| Non Fiction | Recounts (2 weeks) Suggested Outcome: Recount based on educational visit to the Brampton Top Museum | | | Information Text (4 Weeks) Use Non Fiction Text based on The Great Fire of London and create their own information texts. | Instructions (3 weeks) Suggested Outcomes: Instructional writing on how to bake bread. | | Non Chronological Report (4 weeks) Suggested Outcomes: Non-Chronological text about a predator of their choice. | |



English Long Term Plan Whole School

| | | | | | | |
|--|--|--|--|--|--|--|
| Poetry | <p>Poetry: Pattern and Rhyme Transition Unit (2 weeks)</p> <p><i>Suggested Outcome: Transport Performance Poem and Mimes</i></p> | | <p>Poetry: Poems for Pleasure Recite familiar poems by heart (2 weeks)</p> <p><i>Suggested Outcome: A poem in the rhythm/style of London's Burning</i></p> | | <p>Poetry: Traditional Poems (2 weeks)</p> <p><i>Suggested Outcome: Traditional poem linked to an animal.</i></p> | |
| Units to be covered in creative curriculum lessons | <p>Labels, lists and captions</p> <p><i>Suggested Outcome: Providing labels lists and captions for transport parts.</i></p> | | <p>Recounts</p> <p><i>Suggested Outcome: Recount of their trip</i></p> | | <p>Instructions</p> <p><i>Suggested Outcome: Instructions on how to care for an animal (Peak Wildlife trip to support writing process)</i></p> | |



| Literacy Units- Year 2 | | | | | | | | | |
|------------------------|---|--|---------------------------------|---|--|---------------------------------|--|--|---------------------------------|
| | Term 1 | | | Term 2 | | | Term 3 | | |
| Narrative | <p>The Owl Who Was Afraid of the Dark (4 Weeks)</p> <p>Suggested Outcome: Retell</p> | <p>Fictional Story: A Christmas Story (4 Weeks)</p> <p>Suggested Outcomes: Innovate with a new villain</p> | <p>Assessment Week (1 Week)</p> | <p>Fictional Stories involving animals</p> <p>The Enormous Crocodile (4 Weeks)</p> <p>Suggested Outcome: Innovate with new animal/predator</p> | <p>Traditional Tales: Jack and the Beanstalk (4 weeks)</p> <p>Suggested Outcome: Retell with a developed setting description</p> | <p>Assessment Week (1 Week)</p> | <p>Stories from other Cultures Meerkat Mail (4 weeks)</p> <p>Suggested Outcome: A letter</p> | <p>Three Little Polar Bear (4 weeks)</p> <p>Suggested Outcome: Retell: weave in a character description of the polar bear.</p> | <p>Assessment Week (1 Week)</p> |
| Non Fiction | <p>Explanation Text (3 weeks)</p> <p>Suggested Outcome: Non Explanation Text based on the food chain of an owl (Science Link)</p> | | | <p>Non Chronological Report (3 Weeks)</p> <p>Suggested Outcome: Non Chronological Report on the animal that is introduced in their Enormous Crocodile text. (SEN: Fact file on the crocodile)</p> | | | <p>Biography (3 Weeks)</p> <p>Suggested Outcome: Biography of a famous explorer: Neil Armstrong or Christopher Columbus (History Link)</p> | | |



English Long Term Plan Whole School

| | | | | | | |
|---|--|--|---|--|--|--|
| <p>Poetry</p> | <p>Poetry: Calligrams (2 Week)</p> <p>Suggested Outcome: <i>African animal calligrams</i></p> | <p style="background-color: red;"></p> | <p>Poetry: Songs and Repetitive Poems (1 Week)</p> <p>Humorous Poems (1 Week)</p> <p>Suggested Outcome: <i>Poems based on themselves (Science and PSHE link)</i> <i>Humorous poem based on 'The Crocodile's Brushing His Teeth' by Colin McNaughton</i></p> | <p style="background-color: red;"></p> | <p>Poetry: Poems for Pleasure Recite familiar poems by heart (2 Weeks)</p> <p>Suggested Outcome: <i>Poem in the style of 'Entering a Castle' by Brian Moses.</i></p> | <p style="background-color: red;"></p> |
| <p>Units to be covered in creative curriculum lessons</p> | <p>Recount</p> <p>Suggested Outcome: <i>Recount of the children's educational visit to Knowsley Safari Park (Geography link)</i></p> | | <p>Instructions</p> <p>Suggested Outcome: <i>Suggested Outcome: Instructions based on building a structure for a crocodile (DT link)</i></p> | | <p>Explanation Text</p> <p>Suggested Outcome: <i>Explanation Text based on how plants grow (Science link)</i></p> | |



| Literacy Units- Year 3 | | | | | | | |
|------------------------|---|---------------------------------|--|--|--|---|--|
| | Term 1 | | Term 2 | | Term 3 | | |
| Narrative | Adventure Stories from other cultures: The Great Kapok Tree (8 Weeks) <i>Suggested Outcome: Retell and Innovation with a new animal.</i> | | Fantasy stories Egyptian Cinderella (4 Weeks) <i>Suggested Outcome: Explode the Various Aspects of the Story</i> | Short Clip from Literacy Shed The Egyptian Pyramids (4 Weeks) <i>Suggested Outcome: Re-tell</i> | | Adventure Stories: Stone Age Boy (6 Weeks) <i>Suggested Outcome: Explode the Moment - hunting scene/innovate a new creature Non-Chronological Report-based on the animals they have innovated.</i> | |
| Non Fiction | Non Chronological Report (3 weeks) <i>Suggested Outcome: A non-chronological report about an animal that will be included in their retell of The Great Kapok Tree</i> | Assessment Week (1 Week) | Non Chronological Report (3 Weeks) <i>Suggested Outcome: Non Chronological report on life in Ancient Egypt</i> | Assessment Week (1 Week) | Instructions with Persuasion (3 Weeks) <i>Suggested Outcome: Instructions on how to wash your Stone Age animal e.g. Woolly Mammoth</i> | Assessment Week (1 Week) | |
| Poetry | Poetry- limericks [2 Weeks] <i>Suggested Outcome: Limericks on animals from Amazon Rainforest Kapok Tree Poetry</i> | | Poetry: Structure- haiku, tanka and Kennings [2 Weeks] <i>Suggested Outcome: Kenning poem based on animals with link to science work</i> | | Poetry: Poems for Pleasure Research a poet, personal responses to poetry. Recite poems by heart. [2 Weeks] Spike Milligan | | |



| | | | | | | |
|---|--|--|---|--|---|--|
| | | | | | <i>Suggested Outcome: Poetry writing in the style of Spike Milligan</i> | |
| <i>Units to be covered in creative curriculum lessons</i> | <i>Recounts Suggested Outcome: Trip recount</i> | | <i>Instructional Text Suggested Outcome: Instruction on how to make ————</i> | | <i>Non Chronological Report Suggested Outcome: Non Chronological report on life during the Stone Age</i> | |



| Literacy Units- Year 4 | | | | | |
|------------------------|---|--|---|--|--|
| | Term 1 | | Term 2 | | Term 3 |
| Narrative | <p>Stories with Humour Romans on the Rampage And Alfie's Roman Adventure (8 Weeks)</p> <p>Suggested Outcome: Setting description Recount from a different perspective</p> | | <p>Action Stories Running Wild (7 weeks)</p> <p>Suggested Outcome: Retelling of an event Explode the Moment incorporating setting/and/or character description.</p> | | <p>Adventure/Suspense Rain Player (8 Weeks)</p> <p>Suggested Outcome: Explode the Moment incorporating setting/and/or character description.</p> <p>Retell</p> |
| Non Fiction | <p>Non Chronological Reports [4 Weeks]</p> <p>Suggested Outcome: Non-Chronological Report on the Romans (Children to choose the topic of their report)</p> | <p>Assessment Week (1 Week)</p> | <p>Persuasive Letter [4 Weeks]</p> <p>Suggested Outcome: Letter to prevent rainforest deforestation</p> | <p>Assessment Week (1 Week)</p> | <p>Information Text (3 weeks)</p> <p>Suggested Outcome: An information text on chocolate</p> <p>Assessment Week (1 Week)</p> |
| Poetry | <p>Poetry: Cinquain (2/3 weeks)</p> <p>Suggested Outcome: Range of nature related Cinquains</p> | | <p>Poetry: Riddles [2 weeks] Range of riddles</p> <p>Suggested Outcome: Rainforest animals riddles</p> | | <p>Poetry: Poems for Pleasure Research a poet, personal responses to poetry. Recite poems by heart. [2 Weeks] Michael Rosen poems</p> <p>Suggested Outcome:</p> |



| | | | | | | |
|--|---|--|--|--|---|--|
| | | | | | A poem in the style of Michael Rosen | |
| Units to be covered in creative curriculum lessons | Explanation Suggested Outcome: Explanation of the water cycle | | Non Chronological Report Suggested Outcome: A report outlining the structure of the rainforest | | Recount Suggested Outcome: Recount of a day in the life of a Mayan. | |



| Literacy Units- Year 5 | | | | | | |
|------------------------|---|--|---|--|--|--|
| | Term 1 | | Term 2 | | Term 3 | |
| Narrative | <p>Historical/ Action Who Let the Gods out? (8 weeks)</p> <p>Suggested outcome: Recount of chapter Explode the moment</p> | <p>Assessment Week (1 Week)</p> | <p>Significant authors How to Train Your Dragon Cressida Cowell (7 weeks)</p> <p>Suggested outcome: Re-tell - innovate the 'Dragons in the nursery scene' to include their own dragon. Incorporate description of the dragon.</p> | <p>Assessment Week (1 Week)</p> | <p>Adventure Stories: Harry Potter and the Philosopher's Stone. (6 Weeks)</p> <p>Suggested outcome: Explode the Moment (Diagon Alley Scene) Chapter 10: Re-tell with own innovation of their own beast. (Use Fantastic Beasts as a support for descriptions)</p> | <p>Assessment Week (1 Week)</p> |
| Non Fiction | <p>Information Texts (3 weeks)</p> <p>Suggested outcome: Report on a volcano eruption.</p> | | <p>Non Chronological Report (4 Weeks)</p> <p>Suggested outcome: Non-chronological report on a dragon and the different features and characteristics.</p> | | <p>Biographies (4 weeks)</p> <p>Richard Spruce Henry Walter Bates</p> <p>Suggested outcome: To write a biography on Henry Walter Bates.</p> | |



English Long Term Plan Whole School

| | | | | | | |
|---|---|--|--|--|--|--|
| <p>Poetry</p> | <p>Poetry: Spoken word poetry/rap (2 weeks) Benjamin Zephania Suggested Outcome: Greek God Rap</p> | | <p>Poetry: Narrative (2 weeks) Suggested Outcome: Narrative poem linked to topic. (Incorporate the Dragon Poem)</p> | | <p>Poetry: Poems for Pleasure Research a poet, personal responses to poetry. Recite poems by heart. (2 weeks) Roger McGough poems Suggested Outcome: Write a poem based on devices used by McGough.</p> | |
| <p>Units to be covered in creative curriculum lessons</p> | <p>Non Chronological Report Suggested outcome: Non chronological report on the origins of the Olympics. Play Script Write and perform a play based on a Greek myth.</p> | | <p>Explanation Text Suggested outcome: Explanation text on the effect of different designs of boats that effect resistance.</p> | | <p>Persuasion Suggested outcome: Persuasion/discussion on the significance of UK mountain ranges and how they can be protected.</p> | |



| Literacy Units- Year 6 | | | | | | | | | | |
|--|---|--|---------------------------------|---|---|---------------------------------|-------------------------------------|-----------------------------|---|---|
| | Term 1 | | | Term 2 | | | Term 3 | | | |
| Narrative | Transition Unit: Mystery Stories <i>Explode the moment (Alma)</i> (2 weeks) Suggested Outcome: <i>Explode the Moment</i> descriptive writing. Use of figurative language. | Narrative Review: Creating settings, characterisation, atmosphere etc.... <i>Street Child</i> (5 Weeks) <i>A Christmas Carol</i> (4 Weeks) Suggested Outcome: <i>Recount of chapter (SC)</i> Character Description (CC) Persuasive letter (SC/CC) | Assessment Week (1 Week) | Short Stories: Mystery or Fantasy Animations: <i>Rock, Paper, Scissors</i> <i>Tales of Mr Hollow</i> (5 weeks) Suggested Outcome: <i>Love Letter (R,P,S)</i> <i>Re-tell (R,P,S)</i> <i>Report (Tales of Mr Hollow)</i> | Classic Fiction: <i>The Boy In the Striped Pyjamas</i> (2 Weeks) Suggested Outcome: <i>Recount of chapter and emotive letter</i> | Assessment Week (1 Week) | Focus on Study Skills (12 Weeks) | Assessment Week (1 Week) | Fiction <i>The Boy In the Striped Pyjamas</i> (5 weeks) Suggested Outcomes: <i>Explode the moment</i> | Fiction <i>Treasure Island</i> Transition Unit Suggested Outcomes: <i>Retell of Chapter 5</i> |
| Non Fiction | Non Chronological Report: Suggested Outcome: Using KS3 Workhouse text children write a non-chronological report on the Workhouse (3 Weeks) | | | Information Text Suggested Outcome: <i>Information Text based on the Concentration Camps in WW2</i> (3 Weeks) | | | | | Persuasive Leaflet (2 weeks) Suggested Outcome: <i>Leaflet based on trip to Alton Towers.</i> | |
| Poetry | Poetry: Free Verse Poems (2 weeks) Suggested Outcome: <i>Poem describing the workhouses</i> | | | Monologue (1 week) Suggested Outcome: <i>Monologue of the Easter Story</i> | | | | | Poetry: End of Term Performance Prep (2 weeks) | |
| Units to be covered in creative curriculum lessons | Explanation Text Suggested Outcome: <i>Explanation text linked to science topic</i> | | | Report Suggested Outcome: <i>Newspaper Report on the Battle of Britain</i> | | | | | Recount Suggested Outcome: <i>Recount of Stanley Head</i> | |

Hillside Primary School

English Long Term Plan Whole School

