



English: Long Term Plan and Reading Spine

The long term plans for English have been designed to ensure whole school coverage of a range of fiction, non-fiction and poetry genres/text types whilst allowing teachers creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. Using high-quality texts as a stimulus, teachers plan learning journeys tailored to the needs of the children through ongoing assessment/national expectations in which a variety outcomes could be produced, and links made across the curriculum where appropriate.

EYFS					
Fiction			Non-fiction		Poetry
Stories with predictable phrasing	Traditional Tales (i.e. Fairy Tales)	Contemporary fiction (i.e. stories reflecting children's own experience)	Labels, lists and captions	Recount	Vocabulary building
Write simple sentences using patterned language, words and phrases taken from familiar stories.	Write a re-telling of a traditional story.	Write sentences to retell events based on personal experience.	Write labels for an in-class display.	Write sentences to retell events based on personal experience.	Recite familiar poems by heart; Read, write and perform free verse

Reading Spine

Books to share – A range of reading for pleasure books	Must reads – Core class texts
<u>Books shared within our Understanding the world and Expressive arts and deigns learning adventure:</u> The Enormous Turnip Handa's Surprise by Eileen Browne The Little Red Hen by Mary Finch and Kate Slater The Elves and the Shoemaker by Mara Alperin Prickly Hedgehogs by Jane McGuinness The Three Little Pigs by Mara Alperin Let's Build a House by Mick Manning and Brita Granström A Superhero like you by Dr Ranj We all went on Safari by Laurie Krebs and Julia Cairns The Big book of bugs by Yuval Zommer The Rainbow Fish by Marcus Pfister Someone Swallowed Stanley by Sarah Roberts and Hannah Peck Rumpelstiltskin by Mara Alperin Jolly postman by Allan Ahlberg and Janet Ahlberg Stick man by Julia Donaldson Martha Maps it out by Leigh Hodgkinson	Hello Friend By Rebecca Cobb (CLPE) The Everywhere Bear By Julia Donaldson (CLPE) So much by Trish Cooke (CLPE) Fitz and Will The Cambridge Cats- The Christmas Adventure by Laura Robson Brown Little Red Riding hood by Mara Alperin The Runaway Chapati by Susan Price (CLPE) The Gingerbread Man by Mara Alperin 10 things I can do to help my world by Melanie Walsh (CLPE) Yucky Worms by Vivian French (CLPE) Erols Garden by Gillian Hlbbbs Supertato – Sue Hendra
Representative Texts	Poetry
The Big Book of Families by Mary Hoffman and Ros Asquith The colour Monster by Anna Llenas The Best Diwali ever by Sondali Shah and Chaaya Prabhat Meesha Makes Friends by Tom Percival Prince Cinders by Babette Cole This is our house by Michael Rosen and Bob Graham Greta and the Giants by Zoë Tucker and Zoe Persico The Invisible by Tom Percival Omar, the bees and me by Helen Mortimer and Katie Cottle The Lion Inside by Rachel Bright and Jim Field My Friend Earth by Patricia MacLachlan and <u>Francesca Sanna</u> Sharing a Shell by Julia Donaldson	The Big Book of Nursery Rhymes by Felicity Brooks and Sophia Touliaou There's only one of you by Kathryn Heling, Deborah Hembrook, et al. Zim Zam Zoom by James Carter (CLIPPA) Michael Recycle by Ellie Bethel and Alexandra Colombo Mad About Minibeasts by Giles Andreae and David Wojtowycz Mad about Dinosaurs by Giles Andreae and David Wojtowycz Seaside Poems by Jill Bennett Commotion in the Ocean by Giles Andreae and David Wojtowycz
Cambridge Connected Curriculum Trailblazers	

Year 1

Fiction		Traditional Tales (i.e. Fairy Tales)		Contemporary fiction (i.e. stories reflecting children's own experience)	
Suggested final written outcome		Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a re-telling of a traditional story.	
Suggested final written outcome		Write a series of sentences to retell events based on personal experience.			
Non-fiction	Labels, lists and captions	Recount	Report	Instructions	Explanations
Suggested final written outcome	Write labels and sentences for an in-class exhibition/ museum display.	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.	A simple non-chronological report with a series of sentences to describe aspects of the subject.	Following a practical experience, write up the instructions for a simple recipe.	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
Poetry	Vocabulary building		Environmental Poetry		Take One Poet – poetry appreciation
Suggested final written outcome	Recite familiar poems by heart; Read and perform free verse.		Recite familiar poems by heart; Read and perform structured verse.		

Reading Spine

Books to share – A range of reading for pleasure books	Must reads – Core class texts
<p>Esio Trot – Roald Dahl Mr Majeka – Humphrey Carpenter Rabbit and Bear – Julian Gough Look Up Nathan Bryon Dogger- Shirley Hughes The Lion Inside, The Koala who Could, The Bear that Scared- Rachel Bright and Jim Field Giraffes Can't Dance- Giles Andreae and Guy Parker-Rees The day the Crayons Quit- Oliver Jeffers A Dress with Pockets- Lily Murray and Jenny Lovlie The Tiny Seed- Eric Carle</p>	<p>Traction Man – Mini Grey The Pea and the Princess – Mini Grey Zoo – Anthony Browne Mrs Armitage on wheels – Quentin Blake Out and about by Shirley Hughes One day on our blue planet in the savannah Lost in the Toy Museum by David Lucas Mini Rabbit not Lost by John Bond The Princess and Pea Racjel Isadora</p>
Representative Texts	Poetry
<p>Happy in our Skin – Fran Manushskin How are you feeling today? – Molly Potter Crayon – Simon Rickerty This is me – George Webster How full is your bucket? – Tom Rath Little Blue and Little Yellow – Leo Lionni</p> <p>No Outsiders Elmer – David McKee Want to play trucks? – Anne Scott Hair, It's a family affair – Mylo Freeman My world, your world – Melanie Walsh Errol's Garden – Gillian Hibbs Going to the volcano – Andy Stanton</p>	<p>Heard it in the playground – Michael Rosen Please Mrs Butler – Allan Ahlberg Out and About by Shirley Hughes</p>
Cambridge Connected Curriculum Trailblazers	

Year 2

Year 2					
Fiction	Stories with recurring literary language		Traditional Tales (i.e Fairy Tales)		Contemporary fiction – (i.e. stories reflecting children's own/or contrasting experience)
Suggested final written outcome	Use a familiar story as a model to write a new story.		Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story.
Non-fiction	Recount	Recount	Report	Instructions	Persuasive
Suggested final written outcome	Write an autobiographical recount.	Write first person recounts retelling personal and/or historical 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	Following practical tasks, write a series of instructions.	Present a point of view in the form of a leaflet for a tourist attraction.
Poetry	Vocabulary building		Structure – Calligrams		Take One Poet – poetry appreciation
Suggested final written outcome	Recite familiar poems by heart; Read list poems. Write and perform own versions.		Recite familiar poems by heart; Write own calligrams (based on single words/shape poems)		Recite familiar poems by heart; Personal responses to poetry

Reading Spine

Books to share – A range of reading for pleasure books	Must reads – Core class texts
Selection of books by Michael Bond (Paddington) The Christmasaurus – Tom Fletcher The Bear and The Piano – David Litchfield The Day the Crayons Quit – Drew Daywalt Flat Stanley – Jeff Brown Selection of books by Janet and Allan Ahlberg Selection of books by Anthony Browne	The Great Fire of London – Emma Adams Interview with a tiger – Andy Seed The Journey Home – Fran P. Gannon The Secret Sky Garden – Linda Sarah Horrible Geography: Perishing Poles – Anita Ganeri Look Up! The Search for the Giant Arctic Jellyfish
Representative Texts	Poetry
Keep On! The story of Matthew Henson The Christmasaurus – Tom Fletcher Flying Free (Book about Bessie Coleman) – Karyn Parsons No Outsiders	The Owl and The Pussycat – Edward Lear Poems about birds Nature Trail – Benjamin Zephaniah Poems by Michael Rosen
Cambridge Connected Curriculum Trailblazers	
Matthew Henson Robert Falcon Scott Amelia Earhart Molly Rose Marshall	

Year 3

Year 3					
Fiction	Traditional Tales i.e. fairy tales/fables (alternative versions);		Contemporary fiction – (i.e. Adventure)		Writing and performing a Play
<i>Suggested final written outcome</i>	<i>Write a new fable to convey a moral or a traditional tale from a key characters perspective.</i>		<i>Write an adventure story, focusing on plot.</i>		<i>Write and perform a play, based on a familiar story</i>
Non-fiction	Recount	Report	Instructions	Explanations	Persuasion - persuasive letter writing
<i>Suggested final written outcome</i>	<i>Write a news/ sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer</i>	<i>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.</i>	<i>Write and evaluate a range of instructions, including directions e.g. a treasure hunt</i>	<i>Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</i>	<i>Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.</i>
Poetry	Vocabulary building		Structure – haiku, tanka and kennings.		Take One Poet – poetry appreciation
<i>Suggested final written outcome</i>	<i>Read, write and perform free verse</i>		<i>Recite familiar limericks by heart; Read and write haiku, tanka and kennings</i>		<i>Recite familiar poems by heart; Research a particular poet. Personal responses to poetry</i>

Reading Spine

Books to share – A range of reading for pleasure books	Must reads – Core class texts
The Boy who Grew Dragons by Andy Shepherd The Angel of Nitshill Road by Anne Fine The Wild Robot by Peter Brown River Stories by Ashling Lindsay Boy by Roald Dahl The Pebble in my Pocket by Meredith Hooper Ugg by Raymond Briggs How to Train your Dragon by Cressida Cowell	Coming to England by Floella Benjamin James and the Giant Peach by Roald Dahl Diary of a Killer Cat by Anne Fine How to Wash a Woolly Mammoth by Michelle Robinson Fantastic Beasts and Where to Find Them by J K Rowling Think of an Eel by Karen Wallace We Travel so Far by Laura Knowles Amazing Animal Journeys by Chris Packham Secrets of Stonehenge by Mick Manning The Day the Crayons Quit by Drew Daywalt Myths and Legends from Ancient Egypt - Joyce Tyldsley The Book of Blooms by Yumal Zommer The Iron Man by Ted Hughes Stig of the Dump by Clive King The Puffin Keeper by Michael Morpurgo Journey by Aaron Becker
Representative Texts	Poetry
'Coming to England' by Floella Benjamin African Tales by Gcina Mhlophe Double Trouble For Anna Hibiscus Atinuke and Lauren Tobias Dogs don't do ballet by Anna Kemp Mr Cool by Jacqueline Wilson The Lost Homework by Richard O'Neil I Want to Be by Tony Ross Grumpy Frog by Ed Vere Rama and Sita by Maliki Doyle	Windsong by Judith Nicholls Kennings (Sue Cowling) Haiku (Eric Finney) Desert Island Haiku -Roger Stevens Riddle by John Cotton A Week Of Winter Weather by Wes Magee (Assorted poems/authors for poem of the day during Autumn term)
Cambridge Connected Curriculum Trailblazers	
Boudicca Cartimandua Cleopatra Sobekneferu Hatshepsut Nefertiti	

Year 4

Year 4					
Fiction	Traditional Tales (i.e. Legends)		Contemporary fiction (i.e a story with a theme)		Writing and performing a Play
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.		Write and perform a play, based on a familiar story.
Non-fiction	Report	Instructions	Explanations	Persuasion	Discussion
Suggested final written outcome	Write own report independently based on notes gathered from several sources.	Detailed instructions with clear introduction and conclusion	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	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	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter
Poetry	Vocabulary building		Structure – narrative poetry		Take One Poet – poetry appreciation
Suggested final written outcome	Read, write and perform free verse		Recite some narrative poetry by heart Read, write and respond to narrative poetry.		Recite familiar poems by heart; Research a particular poet. Personal responses to poetry

Reading Spine

Books to share – A range of reading for pleasure books	Must reads – Core class texts
Twitch – M.G Leonard How to be more hedgehog –Anne M Conway Cloud busting – Malorie Blackman	The boy at the back of the class – Onjali Q Rauf Oliver and the Seawigs – Philip Reeve Varjak paw – S.F Said Boudica's army – Hilary McKay The miraculous journey of Edward Tulane – Kate DiCamillo Roman Baths Why the Whales came – Michael Morpurgo The Great Kapok Tree – Lynne Cherry Detective dog – Julia Donaldson Don't let the pigeon drive the bus – Mo Willems The Dam – David Almond Town is by the Sea – Joanne Schwartz
Representative Texts	Poetry
How to be more hedgehog The boy at the back of the class Stars With Flaming Tails: Poems by Valerie Bloom	Kennings and Beowulf Stars With Flaming Tails: Poems by Valerie Bloom
Cambridge Connected Curriculum Trailblazers	
Tatiana Proskouriakoff Alfred Maudslay	

Year 5					
Fiction	Traditional Tales (i.e Myths)		Contemporary fiction (i.e. Suspense and mystery)		Fiction from our literary heritage
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.		Develop skills of building up atmosphere in writing e.g. passages building up tension		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.
Non-fiction	Recount	Report	Explanations	Discussion	Persuasion
Suggested final written outcome	Compose a biographical account based on research	Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write an explanation using an impersonal style. Cross-curricular link?	Write up a balanced discussion presenting two sides of an argument, following a debate	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes
Poetry	Vocabulary building		Structure – spoken word poetry/rap		Take One Poet – poetry appreciation
Suggested final written outcome	Read, write and perform cinquains verse		Listen to, read and respond to raps. Experiment with writing their own.		Recite familiar poems by heart; Research a particular poet. Personal responses to poetry

Reading Spine

Books to share – A range of reading for pleasure books	Must reads – Core class texts
Odd and the Frost Giant – Neil Gaiman The sister who ate her brothers – Jen Campbell Cosmic – Frank C. Boyle Wonder – R.J. Palacio There's a boy in the girl's bathroom – Louis Sachar Cogheart – Peter Bunzl The last bear – Hannah Gold Roof-toppers – Catherine Rundell Coral reef – Jason Chin The Viewer – Shaun Tan The Promise – Nicola Davies	Sprites – Holly Black The Queen on the Corner – Lucy Christopher Arthur and The Golden Rope – Joe Todd-Stanton The Brilliant Deep – Kate Messner The Bluest of Blue – Fiona Robinson Street Child – Berlie Doherty A Stage Full of Shakespeare Stories by Angela McAllister The Journey – Francesca Sanna Macbeth – Shakespeare anthology Ways to be me – Libby Scott KrindleKrax – Philip Ridley The Ice Bear – Jackie Norris Clockwork – Philip Pullman
Representative Texts	Poetry
The Queen on Our corner - Lucy Christopher The River spirit – Lucy Strange Caribbean Folk tales – Trish Cooke High Rise Mystery – Sharna Jackson When starts are scattered – Omar Mohammed The boy who met a whale – Nizrana Faroo Glitter Boy – Ian Eagleton Son of the circus – E.L. Norry The Magic Callaloo – Trish Cooke No Outsiders The girls And Tango Makes Three Rose Blanche How to heal a broken wing Kenny lives with Erica and Martina Bobble	Dancing in the rain – John Lyons Overheard in a Tower Block – Joseph Coelho Let's Chase Stars together – Matt Goodfellow The rainmaker danced – John Agard Poetry Train Victorian Poetry- Rudyard Kipling
Cambridge Connected Curriculum Trailblazers	
Anna Atkins Ada Lovelace Dame Millicent Fawcett Dorothy Brookes	

Year 6

Year 6					
Fiction	Contemporary fiction – (i.e. Science Fiction).		Fiction from our literary heritage		Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere
<i>Suggested final written outcome</i>	<i>A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)</i>		<i>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.</i>		<i>A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique</i>
Non-fiction	Recount	Report	Explanations	Discussion	Persuasion
<i>Suggested final written outcome</i>	<i>Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e</i>	<i>Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</i>	<i>Write an explanation using an impersonal style. Cross-curricular link?</i>	<i>A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints;</i>	<i>Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness</i>
Poetry	Vocabulary building		Structure – (i.e. Structure monologues)		Take One Poet – poetry appreciation
<i>Suggested final written outcome</i>	<i>Read, write and perform cinquains verse</i>		<i>Listen to, read and respond to raps. Experiment with writing their own.</i>		<i>Recite familiar poems by heart; Research a particular poet. Personal responses to poetry</i>

Reading Spine

Books to share – A range of reading for pleasure books	Must reads – Core class texts
Goodnight Mr Tom - Michelle Magorian Greek Myths The Missing - Michael Rosen On the move – Michael Rosen Falling out the sky – poetry (Rachel Piercey & Emma Wright) Rescuing Titanic – Flora Delargy	What we'll build – Oliver Jeffers Mama Miti – Donna Jo Napoli Floodland – Marcus Sedgewick Final Year – Matt Goodfellow Friend or Foe – Michael Morpurgo Skellig – David Almond The Coral Island – R.M. Ballantyre (classic) Nicholas Nickleby – Charles Dickens (classic) The Pit and the Pendulum – Edgar A Poe (classic) Notre Dame of Paris – Victor Hugo (classic) The Hound of the Baskervilles – Arthur C Doyle (classic) Great expectations – Charles Dickens (classic)
Representative Texts	Poetry
Mani's walk alone – Mick Gower Black artists shaping the world – Sharna Jackson <u>No Outsiders</u> The Island King of the Sky Marlon Bundo	The Hyena – Edwin Morgan Pike – Ted Hughes The Tyger – William Blake The Sea – James Reeves Wind - Ted Hughes
Cambridge Connected Curriculum Trailblazers	
Alan Turing Susan Blackmore Charles Darwin	