



English Long Term Planning Overview

	Autumn	Spring	Summer
F1 (These statements will be applied ongoing across the year but are split for focus)	Literacy: Read Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	Enjoys and joins in with stories and rhymes. Independently looks at favourite books. Sings rhymes independently. Understand the five key concepts about print: Print has meaning, print can have different purposes, we read English from left to right and from top to bottom, the names of the different parts of the book, page sequencing.	Engages in extended conversations about stories, learning new vocabulary. Develop their phonological awareness so that they can - spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.
	Literacy: Write Dough disco Squiggle Mark making opportunities Pencil control activities	Dough disco Squiggle Mark making opportunities Pencil control activities Provide writing opportunities within the role play areas: Vets/hospitals	Dough disco Squiggle Mark making opportunities Pencil control activities Provide writing opportunities within the role play areas: Post office/flower shop Name writing Letter formation
	Communication & Language Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about 'who', 'what' and 'where' Understand and act on longer sentences like 'make teddy jump' or 'find your coat' Can find it difficult to pay attention to more than one thing at a time. Understands an instruction that has 2 parts, such as: get your coat and stand at the door. Use talk to organise themselves and their play.	Know many rhymes, be able to talk about familiar books, and able to tell a long story. Sing a large repertoire of songs. Can start a conversation with an adult or a friend and continue it for many turns. Enjoys listening to longer stories and can remember much of what happens	Understands why questions, like 'why do you think the caterpillar got so fat?' Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
F2	Literacy: Comprehension Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Anticipate (where appropriate) key events in stories. ELG	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ELG
	Literacy: Word Reading Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known GPC correspondences. Read some letter groups that each represent one sound and say sounds for them	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense	Say a sound for each letter in the alphabet and at least 10 digraphs. ELG Read words consistent with their phonic knowledge by sound-blending. ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG
	Literacy: Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop	Write recognisable letters, most of which are correctly formed. ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG Write simple phrases and sentences that can be read by others. ELG

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	<p>Communication & Language</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe events in some detail.</p>	<p>Use new vocabulary in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG</p>
<p>Year 1</p>	<p>Unit 6 (P): Rhymes & Poems: On Some Other Planet: Poem with two new verses</p> <p>Unit 2 (F): Fairy Tales: Hansel and Gretel: Narrative with new villain and setting</p> <p>Priory's All Write: Hansel and Gretel</p> <p>Unit 9 (NF): Reports: Top Dinosaurs: Information report poster about three dinosaurs</p> <p>Unit 15 (NF): Information Texts: The Fantastic Flying Squirrel: Information booklet on a nocturnal animal</p> <p>Priory's All Write: Information booklet on owls</p>	<p>Unit 7 (NF): Instructions: How to Make Pop-Up Cards: Instructions for a favourite game or activity</p> <p>Unit 1 (F): Narrative: One Snowy Night: Narrative about One Hot Day</p> <p>Priory's All Write: One Hot Day</p> <p>Unit 8 (F): Recounts: Dougal's Deep Sea Diary: Diary recount about an imaginary adventure</p> <p>Unit 4/5 (P): Rhymes & Poems: Cats Sleep Anywhere: Poem about cats' behaviour</p> <p>Unit 10 (F): Adventure Stories: The Crocodile Under the Bed: Narrative about a flying adventure</p> <p>Priory's All Write: Dougal's Deep Sea Diary</p>	<p>Unit 3 (F): Traditional Tales: The Magic Paintbrush: Narrative with new character, setting and magic crayon</p> <p>Unit 11 (F): Magical Character: The Bog Baby: Description of a new magical creature</p> <p>Priory's All Write: The magic crayons</p> <p>Unit 12 (F): Magical Worlds: Lollipop & Grandpa's Garden Safari: Narrative with new setting</p> <p>Unit 14 (F): Letters: Fairy Godmother: Letter from a fairytale character</p> <p>Unit 13 (F): Fairy Tales: The Frog Prince: Narrative with new character, animal and promise</p>
<p>Year 2</p>	<p>Unit 1 (F): Fairy Tales: Rapunzel: Alternative version of Rapunzel</p> <p>Unit 2 (F): Traditional Tales: The Great Chapatti Chase: Reinvention of Chapatti Chase</p> <p>Priory's All Write: The Great Chase</p> <p>Unit 14 (NF): Information Texts: Antarctica- Land of the Penguins: Information booklet about meerkats</p> <p>Unit 13 (NF): Letters: The Day the Crayons Quit: Letter to Santa</p> <p>Priory's All Write: Letter to Santa</p>	<p>Unit 8 (NF): Explanation Texts: Living Dinosaurs: Explanation text about butterflies</p> <p>Unit 10 (F/NF): Diary Recounts: Diary of a Fly: Samuel Pepys' diary</p> <p>Priory's All Write: Samuel Pepys' diary</p> <p>Unit 4 (P): Nonsense Poetry: The Owl and the Pussycat: Reinvention</p> <p>Unit 9 (NF): Non-chronological Reports: Fabulous Creatures- Are They Real? Non-chronological report about dragons</p> <p>Priory's All Write: Non-chronological report about dragons</p>	<p>Unit 11 (F): Fantasy Fiction: The Incredible Book Eating Boy: Reinvention the incredible.....</p> <p>Priory's All Write: Narrative – reinvention the incredible...</p> <p>Unit 7 (NF): Instruction Texts: 50 Science Things to Make and Do: Sweet treats instructions</p> <p>Unit 5 (P): Descriptive Poetry: Spin Me a Web, Spider: Own version of spin me a web</p>
<p>Year 3</p>	<p>Unit 1 (F): Story Structures: Tiger Dead! Tiger Dead! Narrative with new animal</p> <p>Unit 5 (F): Folktales: Thunder and Lightning: Folktale to explain a natural phenomenon.</p> <p>Priory's All Write: Folk tale</p> <p>Unit 4 (NF): Reporting the News: Komodo Dragon on the loose: News report on a surprising visitor to Priory</p> <p>Unit 3 (P): Storytelling through Rhyme: The Night Before Christmas: Rewrite a section of the original poem.</p> <p>Priory's All Write: Night before Christmas</p>	<p>Unit 7 (F): Mythical creatures: The Dragon's Cold: Narrative about mythical creature suffering from an ailment</p> <p>Unit 8 (NF): Letters: Gran's New House: Letter to children's choice of person.</p> <p>Priory's All Write: Letter to children's choice of person</p> <p>Unit 9 (NF): Information text: Weird Little Monsters: Information about Ancient Egyptian topic.</p> <p>Unit 11 (NF): Adverts and Leaflets: London Zoo Leaflet: Tourism leaflet on Brazil.</p> <p>Priory's All Write: Brazil Leaflet</p>	<p>Unit 6 (F): Fables: The Lion and The Mouse: Fable with new characters</p> <p>Unit 13 (F): Story settings: Paddington and the Marmalade Maze: Character gets out of a predicament in a tourist attraction.</p> <p>Priory's All Write: Story setting</p> <p>Unit 10 (NF). Instructions: Let's Go Camping: Guide to Priory for a new pupil</p> <p>Unit 2 (P): Close Descriptions: Caterpillars: Poem to describe a familiar animal</p>
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>



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<p>Year 4</p>	<p>Unit 7 (F): Traditional Tales: Snug: Traditional -style tale about a much-loved animal</p> <p>Unit 5 (NF): Diary Entries: Holiday Diary: Diary entries to show a change of opinion (evacuee)</p> <p>Priory's All Write: Evacuee's Diary</p> <p>Unit 4 (NF): Newspaper Articles: A Colossal Quake: Newspaper article about a serious real world event (beginning of WWII)</p> <p>Unit 14 (NF): Fact files: Breath: Fact file about WWII Ships & Planes</p> <p>Priory's All Write: WWII Ships & Planes fact file</p>	<p>Unit 3 (P): Animal Poetry: The Donkey: Descriptive poem about an animal</p> <p>Unit 6 (F): Fables: The Eagle & the Turtle: Fable about a lesson learned</p> <p>Priory's All Write: Fable</p> <p>Unit 10 (F): Exploring Plays: Sophie's Rules: Re-write known short story as playscript (The Twits)</p> <p>Unit 9 (F): Tales of Adventures: Stowaway! Adventure story from a different character's perspective</p> <p>Priory's All Write: Stowaway!</p>	<p>Unit 8 (F): Classic Stories: The Wind in the Willows: Short, descriptive narrative about characters who escape work for the outdoors</p> <p>Unit 11 (NF): Autobiography: Ade Adepitan A Paralympian's Story: Autobiographical text about an important or dramatic event</p> <p>Priory's All Write: Autobiographical story</p> <p>Unit 12 (P): Personal Reactions: Snake in the Grass: Poem about personal reactions to nature</p> <p>Unit 1 (NF): Website adverts: Go Ape: Website style leaflet for Sherwood Forest Activity Centre</p>
<p>Year 5</p>	<p>Unit 1 (F): Mystery and Suspense: A Clever Way to Catch a Thief: Narrative with new setting</p> <p>Unit 2 (F): Describing Feelings: I Go Chicken Dippy: Narrative with new character and setting</p> <p>Priory's All Write: I Go Chicken Dippy</p> <p>Unit 3 (F): An Adventurer's Diary: Robinson Crusoe: Diary of a child marooned with no technology</p> <p>Unit 4 (NF): News Reports: Alone in a Siberian Forest: Newspaper article about a school issue</p> <p>Priory's All Write: Newspaper article</p>	<p>Unit 5 (P): Vivid Descriptions: The Shark. The Tyger: Descriptive poem about a dangerous animal</p> <p>Unit 7 (NF): Formal Letters: Noisy Neighbours: Formal letter of complaint about a local issue</p> <p>Priory's All Write: Letter of complaint</p> <p>Unit 8 (F): Fantasy: Ice Fairies: Narrative about fantasy beings responsible for a phenomenon</p> <p>Unit 9 (F): Creating a Playscript: A Midsummer Night's Dream: Rewrite a prose extract as a playscript</p> <p>Priory's All Write: Narrative fantasy</p>	<p>Unit 11 (P): Writing a Rhythm: From a Railway Carriage: Poem with a steam-train rhythm about a local setting</p> <p>Unit 14 (F): Myths and Legends: The Golden Turtle: Myth-style narrative with kindness as its own reward</p> <p>Priory's All Write: Myth narrative</p> <p>Unit 15 (NF): Introducing Biographies: Barack Obama: Biography on David Attenborough</p>
<p>Year 6</p>	<p>Unit 2 (F): Traditional Stories: The Discontented Fish: Narrative Y6 going into Y7</p> <p>Unit 9 (NF): Reports: The Heart. Deserts: Explanation text about chickens/ducks</p> <p>Priory's All Write: Chickens/ducks</p> <p>Unit 8 (NF): Journalism: What if we run out of oil? News report about plastic pollution</p> <p>Priory's All Write: Recount of Battle of Marathon</p>	<p>Unit 15: (NF) Biographies: Virginia Hall, WWII Spy: Biographical Text on Mary Anning</p> <p>Unit 11 (F): Creating Atmosphere: Nightmare: Narrative based on the Little Match Girl</p> <p>Priory's All Write: Narrative based on the Little Match Girl</p> <p>Unit 6 (P): Descriptive Techniques: Hiawatha's Childhood: Narrative poem about a coal mine</p> <p>Unit 7 (P): Narrative Techniques: The Listeners.</p> <p>Priory's All Write: Letter from Lord Shaftesbury to Queen Victoria about working conditions in mines</p>	<p>Fiction: Suspense narrative set on mountain</p> <p>Non-Fiction: Letter of complaint</p> <p>Fiction: Narrative setting description</p> <p>Unit 3 (NF): Persuasive Writing: Laughter Land: Persuasive brochure to visit Derbyshire</p> <p>Priory's All Write: Persuasive Writing. Visit Derbyshire</p> <p>Non-Fiction: Letter to Bakewell Town Council</p> <p>Unit 7 (P): Narrative Techniques cont. The Highwayman</p>