



English Long term planning: Christopher Rawlins Primary School

Reception	Autumn		Spring		Summer	
Theme	All About Me and People Who Help Us	Celebrations	Where in the World?	Castles	Animal Homes	On the Move
Core texts	Variety of picture texts	Variety of picture texts	Variety of picture texts	Variety of picture texts	Variety of picture texts	Variety of picture texts
Nursery Rhymes and Poetry	Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry	Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry	Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry	Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry	Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry	Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry
PSHE Linked Stories	Me and My Relationships The Colour Monster Starting School/Nursery Ruby's Worries The Worryosaurus Lulu's First Day Harry & the Dinosaurs go to school	Valuing Difference All Kinds of Families The Same but Different	Keeping Safe The Invisible String	Rights and Respect	Being my Best Giraffes Can't Dance Only One You Incredible Me	Growing and Changing When I Grow Up!
Bible and Religious Stories and Texts	Jesus Feeds the 5,000	Noah's Ark The Nativity	The Shepherd and The Lost Sheep	Jesus Washes the Feet of His Disciples The Easter Story	Jonah and the Whale	Parable of the Mustard Seeds

English Long term planning: Christopher Rawlins Primary School

Role Play	Home Corner Doctors/Dentist Vet/Police/Fire Service	Birthday Party Diwali Celebration Post Office Nativity	Small worlds- town/Arctic/jungle animals Explorers/maps outdoors	Castles Small World Storytelling Using puppets	Small worlds- animal homes Farm shop Explorers	Bus/train station Airport Space Station
Mark Making Opportunities	Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club	Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club	Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club	Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club	Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club	Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club

English Long term planning: Christopher Rawlins Primary School

Nursery	Autumn		Spring		Summer	
Pre-Writing Outcomes	<p>Marks are the result of gross motor movements. Random marks going in any direction. Enjoy drawing freely. May make marks on their picture to stand for their name.</p>	<p>Marks are the result of gross motor movements. Random marks going in any direction. Enjoy drawing freely. May make marks on their picture to stand for their name.</p>	<p>Beginning to form lines/shapes that represent their name. May begin to use a grip that they find comfortable when holding pens and pencils. Beginning to improve control over mark making implements. Drawings/paintings using lines and shapes. Improvement in being able to recognise what the children may be drawing. Use large-muscle movements to wave flags and streamers, paint and make marks. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Beginning to form lines/shapes that represent their name. May begin to use a grip that they find comfortable when holding pens and pencils. Beginning to improve control over mark making implements. Drawings/paintings using lines and shapes. Improvement in being able to recognise what the children may be drawing. Use large-muscle movements to wave flags and streamers, paint and make marks. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Writes some or all of their name using a letter card or from memory. Variety of lines and may begin to attempt circular patterns. Repeated marks on page. Shows preference for a dominant hand.</p>	<p>Begins transition towards tripod grip. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writes all of their name using a letter card or from memory. May write some other letters accurately. Objects in drawings are recognisable and contain details. Show different emotions in their drawings and paintings, like happiness, sadness.</p>
Physical Development and pre-writing skills	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately.</p>					
	Up and down movement	Upwards/downwards lines	Side to side lines	Wavy lines	Zig-zag lines	Arches/Circles

English Long term planning: Christopher Rawlins Primary School

Nursery Phonics	Phase 1 Listening and Attention Environmental Sounds Instrumental Sounds Body Percussion	Phase 1 Listening and Attention Environmental Sounds Instrumental Sounds Body Percussion	Phase 1 Rhythm and Rhyme Alliteration	Phase 1 Rhythm and Rhyme Alliteration	Phase 1 Voice Sounds Oral Blending	Phase 1 Voice Sounds Oral Blending
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English Long term planning: Christopher Rawlins Primary School

R e c e p t i o n	<p><i>Core writing outcomes</i></p>	<p>Composition: Use talk to link ideas, clarify thinking and feelings. Write their name by copying it from a name card or try to write it from memory. May begin to write some initial sounds such as 'm' for mum.</p> <p>Spelling: Orally segment sounds in simple words, eg c-a-t. Can say the initial sounds in most words.</p> <p>Handwriting: Draws lines and circles. Can write some recognisable letters from my name</p>	<p>Composition: Segmenting cvc words and attempting to write them using phonic sounds that have been taught. May begin to write labels and short phrases with support. Know there is a sound/symbol relationship. Write letters and strings, sometimes in clusters like words.</p> <p>Spelling: Write own name. Can identify known letters to match initial sounds (phase 2). Can match some phase 2 letters and sounds (GPC) Can write VC and some CVC words and labels e.g. c-a-t.</p> <p>Handwriting: Form letters from their name correctly. Focus on modelling comfortable pen grip. Beginning to form other recognisable letters from Phase 2</p>	<p>Composition: Can orally compose a label, phrase or caption and hold it in memory before attempting to write it (with support). Spelling: Can spell to write VC and CVC words independently using taught Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Forming recognisable letters. Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. Able to retrace vertical lines and working on improving anticlockwise movements. When writing words children are learning to control their letter size.</p>	<p>Composition: Writing short captions independently. May begin to write a simple sentence with support. Spelling: Spell to write words independently using Phase 2 and some taught Phase 3 digraphs. Spell some Harder to Read words e.g., the, to etc independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters (all lowercase letters). Is starting to use some capital letters (uppercase) when writing. Know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing.</p>	<p>Composition: Developing the ability to write captions and short sentences independently. Can read writing back to themselves. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Can include spaces between words.</p>	<p>Composition: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, simple stories, instructions). They can read their own sentences and so can teachers.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell Harder to Read Words e.g. he, she, we, me, etc independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and</p>
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English Long term planning: Christopher Rawlins Primary School

			phonics: will be learning the correct route when writing using a handwriting phrase.	Children given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor.	Anticlockwise movements focussed; children should be able to retrace vertical lines.		form some capital letters correctly. Children may be using finger spaces between their words independently.
	Physical Development	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors for cutting.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG: Writes recognisable letters, most of which are correctly formed.</p>					
		Arches, circles and spirals Letter formation embedded within ELS phonics teaching.		Spirals and figure of 8 (vertical and horizontal) Letter formation embedded within ELS phonics teaching.		Squares, diagonal lines, triangles Letter formation embedded within ELS phonics teaching.	
	<i>Reception Phonics</i>	Reception Phase 2 (following Essential Letters and Sounds)	Reception Phase 2/3 (following Essential Letters and Sounds)	Reception Phase 3 (following Essential Letters and Sounds)	Reception Phase 4 (following Essential Letters and Sounds)	Reception Phase 5 (following Essential Letters and Sounds)	Reception Phase 5 (following Essential Letters and Sounds)
	<i>Writing Opportunities</i>	Mark Making Prewriting shapes Letter graphemes Names Portraits My family Drawings	CVC labels/word books Label models Party food list Birthday/Christmas Cards Writing to Father Christmas	Label animals Label maps/houses List of things to take to Arctic Chinese New Year animal mini books Mini books Handa's Surprise- labels and captions	Label Castle Features Story Maps and sequencing Captions and sentences	Animal poetry What am I? Non-fiction writing Animal facts Captions and sentences Labelling animal parts Mini books	Transport labels Passports Tickets Story sequencing Space Journey Story Captions and sentences
Y 1 / 2	Topic	Fire and Festivals Fear Escape Dark		The Power of Books and Imagination		Secret Garden	

English Long term planning: Christopher Rawlins Primary School

Core text	Owl Babies (Fear and Escape) On Sudden Hill (Friendship) My name is not refugee	The Darkest Dark The Secret of black rock	Goodbye Little Wolf The Little Land The Frost the sun Julie Video Link Bob Cox	Franklins Flying bookshop Goodbye Winter Hello Spring A child of books Nimesh the Adventurer	Secret garden Above and Below The last Wolf	The Great Paper Caper A tale of two beasts
<i>Writing opportunities Fiction (Audience and Purpose)</i>	<p>On Sudden Hill. – Explore capital letters for names and places. List poems Cheer up messages for Birt. Letters Speech bubbles Instructions on how to be good friend. What did the children do in the book. What else could we do? Command sentences.</p> <p>Owl Babies- retelling. My house innovate first page. Speech Bubbles Letters Y2 Please don't worry message for Bill. Repetition used - I want my mummy. Write about a time you were scared innovating the repetitive phrase.</p>	<p>The Darkest Dark Write own version Tracy was a an important and very busy..... Excuse writing. When it was time to tidy her toys she said I would love to but List things you do not like doing. What great event in history have you witnessed? Comparisons between then and now. Recount of a special event. Structured. Write a Chris how is he feeling? What is he seeing/ hearing/ feeling? What are others seeing/ hearing feeling? What is was and why it was special. What happened that was different. How did you</p>	<p>The Incredible Book Eating Boy. Hook children come in and find a chunk out of a book. What has happened. What book would you eat and what would happen to you? Make a non fiction book to tempt the headteacher. Teach the verbs for eating. Persuasive writing on not eating books using a model text. What has happened.and consequences. You might think that eating books will make you..... Problem is there is no books and people get muddled</p>	<p>Nimesh the Adventurer. Hook. Go to different rooms in the school and think about where the items in the room could take you. The clock could turn back time etc. Write a magical recount of the school in the style of Nimesh. Magpie key phrases from the book what's the link? Create room and think about what is in the room as a portal. What could it link to? Chart of ideas banks Goodbye Winter Hello Spring. Explore the book and identify what techniques are explored. Talking to</p>	<p>Secret Garden Bob Cox unit. Design a secret garden What would the door be like? Above and below (The Street Beneath my feet) Non fiction. Garden link. What styles is there big fact. Whats above and whats below. Using the structure and language to write about their own gardens. Levels and captions. Pictures from a garden. Sort into above below and caption/ write a sentence. Explanations use of conjunctions. Apostrophes for possession. The last wolf</p>	<p>The Great Paper Caper Concrete tree web poem. Who or what could live under each tree? What would you have in your underground den? Who stole the branches? Why are the branches being taken? Write a police report/ witness statement about what the moose said about the missing trees. A tale of two beasts. What is the difference between the two stories. Short sentences How is it written?.</p>

English Long term planning: Christopher Rawlins Primary School

		<p>My name is not Refugee- answering the questions in the book. Types of sentences. If you met a child who was a refugee what new and exciting things would they experience? We will see..... NCR report Welcome guide to Adderbury for someone who has just arrived here.</p>	<p>feel? 5 senses? How has the event changed Chris? How has your event changed you?</p> <p>Y2 one single powerful sentence. Of the best most /unusual moment Tomorrow will be a special day. What could be happening on the next day? Magpie phrases like for the first time and he realised.</p> <p>The secret of Black rock Postcard activity as hook. See Julie S website. Develop a bank of adjectives and noun phrases. Write little story on why the black rock is scary.</p> <p>Create own sea creature by cutting pictures in half and writing some information about it for</p>	<p>What you should do isinstead is read them and I would suggest you read.....</p> <p>Franklins Flying Bookshop.</p> <p>Comparison with the last book.</p> <p>Write a book recommendation for Franklin.</p>	<p>objects. Repetition. Hello and I fall What are they doing Where do they go?</p> <p>Go outside and find objects and say what they are doing. Rain. Creatures. Animals Insects. Create a page for the class book. A winter theme and a spring day. Contrast. Hello..... Hello response. Considering language choices and descriptions. Exploring the use of noun phrases and use in own descriptions.</p> <p>The Frost the sun Julie Video Link Bob Cox</p> <p>Email Julie for link.</p>	<p>Reading unit Julie Website</p> <p>Instructions or warning for the wood Invitations to red from wolf to visit again. Recount on little reds day Instructions on planting. How does the author build tension? Sound Things made darker. Use of objects. Actions. Questions. Text is split into chunks using ellipses</p>	
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English Long term planning: Christopher Rawlins Primary School

			the important scientists. What it eats, how it moves.				
	<i>Writing opportunities Non Fiction (Audience and Purpose)</i>						
	<i>Poetry</i>	Once upon a hedgehog. Rules Poem Taking a line at a time and identifying what you would not do and something unusual. Do not Bathe in Create own lines and a class poem for performing.		I opened a book by Julia Donaldson. Where are you? What did you leave behind? What magical attire might you be wearing? What might you eat and drink? Places you have been? Emotions you have had and how did you feel when you came back to the real world. Fights you have fought.? Write a book end poem. I opened a book.....A book inside me.		Christina Rosetti Bob Cox Hurt NO Living Thing	

English Long term planning: Christopher Rawlins Primary School

	<i>Core writing outcomes</i>	Story innovation Performance poetry. Instructions.	Recount of a special event Innovation of the first page.	Story innovation Instruction writing	Descriptive writing character and setting	Story innovation Menu	Persuasive writing Recount
	Writer's craft	Noun phrases and repetition in story writing	Writing in the past tense, irregular verbs	Suspense How do we structure instructions Imperative verbs Commands	Imagery similes/metaphors	Statement writing Repetition	Persuasive language and balanced arguments
	Enrichment writing	Commands linked to instructions Questions	Labelling Questions Note writing	Labelling Job Descriptions Questions	Wanted poster Bullet points	Recipes Leaflets Poster	Persuasive language choices
	Grammar	Y1 How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Introduction to capital letters, full stops, question marks Capital letters for names and for the personal pronoun Y2 Subordination (using when, if, that, because) and co-ordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question,	Y1 How words can combine to make sentences Joining words and joining clauses using and Y2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Y1 Sequencing sentences to form short narratives Y2 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Questions and Statements Expanded Noun phrases Form sentences and	Y1 Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun Y2 Correct choice and consistent use of present tense and past tense throughout writing	Y1 Suffixes and prefixes. Regular plural noun suffixes. Y2 Suffixes Adjectives using suffixes Turning adjectives into adverbs	Y1 Prefixes and how these change words. Y2 Apostrophes to mark where a letter is missing Using the progressive form of verbs.

English Long term planning: Christopher Rawlins Primary School

		<p>exclamation or command</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>		<p>recognise key punctuation Sort words into key word groups Recognise and write command sentences Proof read writing</p>			
	Spelling	<p>Double consonant at the end of a one syllable word nk' sound</p> <p>Division of words by syllables Spellings:-tch v sound at end of words Adding s and Adding ing where double consonant</p>	<p>Adding the suffix -ing to words ending in e</p> <p>Spellings: adding ed y for an i Adding ed- rop e add ed Words ending in er The ge , dge sound</p>	<p>The -ge sound spelt with g or j The s sound spelt c before e. i and y</p> <p>The n sound spelt kn and gn at the beginning of words The r sound spelt wr at the beginning of words The l sound spelt -le at the end of a word The l sound at the end of a word spelt -el</p>	<p>The l sound spelt -al at the end of a word The igh sound at the end of a word spelt -y Adding es to the end of a noun or verb ending in y changes to i and add es Adding -er, -ed -ing -est to a root word ending in y with a consonant before it Adding -er, -ed -ing -est to a root word ending in -e with a consonant before it</p>	<p>Drop the e add the suffix er/est Double the consonant before adding the suffix er/est</p> <p>The or sound spelt a before l and ll The 'u' sound spelt 'o' The 'ee' sound spelt 'ey' The 'o' sound spelt a after w and qu</p>	<p>The 'ur' sound spelt or suffixes -ment / -ness</p> <p>Words ending in 'tion'</p> <p>Homophones and near homophones</p> <p>Contractions The 'ju' sound spelt s</p>
	Additional books – reading spine	<p>Lost and Found (Oliver Jeffers) (resistant text)</p> <p>Where the Wild Things are (complexity of plot)</p> <p>This is the Bear</p> <p>The Scary Night</p> <p>Nursery rhymes – London's Burning (archaic)</p> <p>Tiddler – Julia Donaldson</p>	<p>Wolves – Emily Gravett</p> <p>The tale of the sleepy Hedgehog (animation)</p> <p>A World of your own</p> <p>Coming to England – Floella Benjamin</p> <p>The Christmas Bear – Axel Scheffler</p> <p>The Owl who was Afraid of the Dark</p>	<p>The Cat in the Hat</p> <p>Fairy tales e.g. Goldilocks, The Three Little Pigs, Hansel and Gretel (archaic)</p> <p>The true story of the Three Little Pigs (complexity)</p> <p>The three little wolves and the Big Bad Pig (complexity of narrator)</p> <p>Old King Cole</p>	<p>Voices in the Park (non-linear, complexity)</p> <p>Gorilla</p> <p>Amazing Grace.</p> <p>Little Red Riding Hood</p> <p>The Tiger who came to tea (complexity of plot)</p> <p>The Triangle – Mac Barnett</p>	<p>Dr Xargle's Book of Earthlets</p> <p>Tadpole's Promise (resistant text)</p> <p>Fantastic Mr Fox (complexity of narrator)</p> <p>Grandpa (non-linear)</p>	<p>How to grow a dinosaur</p> <p>The very hungry caterpillar</p> <p>The selfish giant</p> <p>The Smartest Giant in Town</p>
Y 3 / 4	Topic	Portals Stone Age		Power of Nature Disasters		Heroes and Villains	

English Long term planning: Christopher Rawlins Primary School

	Core text	Leon and the Place Between The Secret Lake Lion Witch and Wardrobe.	Green Candles The Crows tale	Last Bear The Promise	The Flood We travel so far The rhythm of the Rain. Hurricane	Inside the Villains. True Stories of Three Little Pigs	The Dark The Firework makers daughter.
	<p><i>Writing opportunities Fiction (Audience and Purpose)</i></p>	<p>Leon and the Place Between Which are the most powerful phrases. Which go together Review of magic show. Use the text how do we feel? Points of the story feelings of you and others sounds visuals reactions. Use of fronted adverbials To everyone's surprise....The crowd gasped..... Portal stories Emotions graph. Descriptions of going through the portal. How does the writer create the effect of going through the portal? Compare experiences of portals in different books. LWW. HP</p> <p>Write about going through a portal</p>	<p>Green Candles Think of reasons why she may not go out What has happened in the room? Write own version of the second stanza. Bob Cox What does the classroom furniture say when you go home?</p> <p>The Crows Tale The beginning of the story is a beautiful story starter. Invite the children to use a similar structure but change the season, time of day and the weather to create a very atmospheric starter. They could then take the story and develop it further into a complete story with different animal</p>	<p>The Last Bear. P62 Description of the bear. Write a - he stood description and the effect it has on other people. Using photographs of people and animals standing. Similes. Reactions Emotions. Powerful language choices. Writing a diary as one of the characters Write a description of the litter washed up in the arctic</p> <p>The Promise What is a promise what are the types of promise? Why are promises important</p> <p>Write contrasting descriptive passages to capture the harder edges of the early scenes of the books, and then</p>	<p>The Rhythm of the Rain Message in a bottle. Write as the jar of water going on the journey. Writing in first person. Viewpoint and perspective.</p> <p>Journey of an object. The wind. Where would the wind go? The wind picks up a piece of paper. Where would it go? It floated by the sun? It could be a sound? Seed? How does it help?</p> <p>Write as the jar of water going on the journey. Writing in first person. Viewpoint and perspective.</p> <p>We Travel so far. Children to explore a page. What subheading could you</p>	<p>Inside the Villains. Unpick the text. I am a Addressing reader what techniques have been used. Fact files on a character Tricking the reader into your trap. Writer techniques.</p> <p>Chose a villain from a story you know and use the techniques to write a character description in that style. More about me section. Write a story with your villain in it.</p> <p>The True story of the Three Little Pigs</p> <p>What mistake was made rather than the character being bad. Retell event from other point of view. (A Tale of two beasts link)</p>	<p>The Dark- Noun phrases innovation of a place they know. Explore vocabulary. Where could dark hide in the school/home. Innovate as the sun. Sometimes the sun then it..... but mostly it.</p> <p>What would you say to the dark in these places?</p> <p>The voice of the dark was..... Describe the voice of the sun or the wind. Concentrate on dialogue. Conversation they have with the wind.</p> <p>Book review for people who are afraid of the dark. What other books would you read?</p>

English Long term planning: Christopher Rawlins Primary School

		<p>Instructions for a magic trick</p> <p>The Secret Lake Explore the beginning use of weather and build up to introducing being scared of something. Write a description of being cold.</p> <p>Character study of the characters. Dialogue. Study when the children find the portal. How does the writer use dialogue and narrative to convey the discovery of the hole. Tom has just begun to manoeuvre himself into the hole. Questions Shock Excitement</p> <p>Write about time travel. If you were to travel in time where would you go? Descriptive writing.</p> <p>Lion Witch and Wardrobe.</p>	<p>characters and location. Challenge the children to an adjective and expanded noun hunt. What are the 'wow' words and why do they work so well? Select some of the nouns in the book, for example, crow, feathers, kaleidoscope, sun or snow and see what adjectives can be used to provide interest for the reader.</p> <p>Describing Rainbow Crow's transformation Rainbow Crow's feelings after achieving what he had set out to do. The Sun's thoughts about being asked to shine Write as if you were the sun.</p> <p>The sun is laughing</p> <p>See slides</p>	<p>the later sections as the trees grow and the city softens.</p> <p>Write an eyewitness statement describing the robbery;</p> <p>Keep it simple and write some promises to friends, family, and other notable figures. Experiment with the inclusion of promises that cannot be kept: I promise that....and I promise that...But I can never promise that...</p> <p>take some of the phrase, sentence, and section structures from the book and experiment with adapting them for different settings and situations. Consider how the tone and</p>	<p>use for each paragraph? Swap with partners. How does the writer capture the information about the creatures to engage the reader? We are statements for specific animals. The life of a Verb find activity. Exploring the verbs used. Using ideas similar to kenning poems But.... Use of we/our.....Noun phrases. Where we travel. Alliteration Raging rapids. Short sentences construction. In Winter, we swim to the warm tropical seas. Fact files on specific animals. Presentation. Fonts used in layout. How are lines laid out. Compilation of a class book with a child choosing one page. We are the children of CRPS we.....learn,</p>	<p>Who is My? Remove three little pigs? Write a biography for my web page. Website for a villain.</p> <p>Write what really happened from a traditional tale. Red Riding Hood. Eating granny. Eg big yawn. Snow White witch giving her bad apple. Spell went wrong.</p> <p>Shadow in a Draw Bob Cox unit</p> <p>How does the author introduce us to Peter Pan. Identify the sentence and the unexpected. Write a description about the shadow.</p>	<p>Brainstorm things people are afraid of spiders, dark, insects, dentist, heights, monsters under the bed. Non chron report about a fear. What are you scared of. Why people are afraid, How might it make people feel, Why it isn't so scary, Things people can do to help. Model text to help structure the children's writing. Factual not persuasive. The dark is</p> <p>The Fireworker Makers Daughter</p> <p>What does the opening of the story tell us. Write a character description of Lila. What is here father like?</p> <p>Look at Lilas letter to her father. Write a persuasive letter to the teacher/ headteacher.</p>
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English Long term planning: Christopher Rawlins Primary School

				<p>atmosphere may need to vary. <i>What word choices will support adaptation?</i></p> <p>Persuading the thief to keep the promise and plant. Persuasive writing techniques</p> <p>Writing a sequel following a structure.</p>	<p>travel, PHSE values, grow into Comparison of different styles. Migration.</p> <p>Wind opening doors unit Unit 1 I pulled a hummingbird out of the sky.</p> <p>Hurricane Narrative unit</p> <p>Link to the wind and the strength of the wind. Writing a fantasy narrative about the tree and what it could become. What object could have been destroyed in the hurricane and what adventure could it take you on?</p>		<p>Questions sentence types. What are you unhappy about. Why is it unfair. Points to persuade. Consequence.</p> <p>Setting description of the fire fiends grotto.</p>
	Writing opportunities						

English Long term planning: Christopher Rawlins Primary School

	<i>Non Fiction (Audience and Purpose)</i>						
	<i>Poetry</i>		The sun is Laughing	Dear March Bob Cox	The Wind		
	<i>Core writing outcomes</i>	Portal story	Newspaper reports Diary entry	Portal story Tourist leaflet	Recounts Explanation Story innovation	Flashback linked to main character Dilemma stories	Before and after eye witness accounts Diary of events as they unfold Persuasive writing Advert E books
	<i>Writers craft</i>	How does the writer use repetition and vocabulary to create suspense	Short sentences to increase pace How does the writer create characters with distinctive personality	How does writer thread clues into narratives about time setting	How does writer show how characters feel	Explore dilemma	Explore how characters feeling change throughout a story
	<i>Enrichment writing</i>	Descriptive writing of events The rabbits story! Diary account • Oral presentation of magic trip Advert persuading people to come to the magic show	Describing settings	Instructions	Explore portal themes Police investigation	Letter of application for a job	Explanation Biography
	<i>Grammar and punctuation</i>	Y3 Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	Y3 Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	Y3 Introduction to inverted commas to punctuate direct speech Y4 Use of inverted commas and other punctuation to indicate direct speech	Y3 Introduction to paragraphs as a way to group related material Headings and sub- headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for	Y3 Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel	Y3 Introduction to inverted commas to punctuate direct speech Y4 Use of inverted commas and other punctuation to indicate direct speech

English Long term planning: Christopher Rawlins Primary School

		<p>example, before, after, during, in, because of]</p> <p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>example, before, after, during, in, because of]</p> <p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>[for example, a comma after the reporting clause; end punctuation within inverted commas:</p>	<p>example, He has gone out to play contrasted with He went out to play]</p> <p>Y4 Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>[for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning</p> <p>Y4The grammatical difference between plural and possessive – s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>[for example, a comma after the reporting clause; end punctuation within inverted commas:</p>
<i>Spelling</i>	<p>Prefixes dis/in Prefix im Suffix -ous Suffix -ly Suffix -ture Adding 'ation' to verbs to form nouns</p>	<p>Words with k sound spelt 'ch' Words with the sh sound spelt ch Suffix ion Suffix ian Prefix re Prefix anti</p>	<p>Prefix mis Suffix -sure Prefix auto Prefixes inter/sub Words with the 'ay' sound Words ending in 'ous'</p>	<p>Words with the s sound spelt 'sc' Zhun spelt sion Adding il and revising un, in, mis, dis The c sound spelt que The g sound spelt gue Adding ir to words beginning with r Homophones and near homophones</p>	<p>Homophones and near homophones The suffix '-ation' The suffix '-ly' The use of im rather than in before a root word beginning with m or p The use of ir rather than in before a root word beginning with r The use of il rather than</p>	<p>The prefix auto Adding suffixes beginning with vowel letters to words of more than one syllable; The prefixes 'dis-' ad 'mis-' THE SUFFIX '-ATION' Homophones and near homophones</p>	

English Long term planning: Christopher Rawlins Primary School

						in before a root word beginning with 'l'	
	<i>Reading Spine</i>	Stig of the Dump (Archaic) The Molehouse Cat Complexity of Plot	Twas the Night before Christmas (Archaic) The Little Matchgirl (Archaic)	Topsy Turvy World (Resistant/archaic) The Tunnel (Complexity of Plot)	Cloud busting (Resistant) The Clouds Hair	The Accidental Prime minister Beauty and the Beast Archaic	The Midnight Fox Nonlinear Woof Complexity of Narrator
Y 5 / 6	Topic	Out of this world. Mystery		Water		Fantasy	The power of stories
	Core Text	London Eye Mystery Harris Burdick chronicles	Nowhere emporium The land of Everbelieve Kraken	Atlantis The Lonely Merman Great Adventurers	Arabian Knights The lost Happy Endings	The Boy in Tower The story of Bailbrow Mystery Ghost	Weather Weaver Choice of unit depending on need
	<i>Writing opportunities Fiction</i>	The Woman in White How does the writer build mystery. London Eye Mystery. Persuade the headteacher to have a ride in school Job application for London Eye Writing the events of the story from different points of view. Story structure.	Nowhere emporium Journey through a book Explore the character of Daniel and Lucian Silver Compare with other Magical texts Harry Potter What would your wonder be? Descriptive writing Expanded noun phrases.	Atlantis- Describe underwater scene Design your own lost city Where would it be, what would be in it. NCR Newspaper report about the discovery of lost city. Writing an article for National geographic formal writing	The Lost Happy Endings alternative endings and descriptions Should all stories have happy endings? List the types of endings you can have. Wolves Emily Gravitt – shock ending Tadpoles promise-shocking Twisted tales-unexpected endings	The boy in the Tower Opening sentence. When you wish that Saturday is actually Monday you know there is something wrong. Describe the room we are in in detail. P5. Describing how someone can sound out in a crowd. Chapter 5 contrasting two meals. Making	Weather Weaver What is in the jars. Descriptions of own bottles and what might be in it. Diary writing chapter 8 Shetland myths- explore myths from the Shetland isles.- Loch ness monster. Modern day myth. Shetland with Laurie Who are you calling weird?

English Long term planning: Christopher Rawlins Primary School

	<p>Where they are and why they decide to go to LE Journey there In the queue conversations Ride itself Disaster Resolution Ending</p> <p>Newspaper report about the mystery.</p> <p>Harris Burdick Mystery stories</p>	<p>Library of souls Biographies of people. Book of wonders</p> <p>The Land of Neverbelieve</p> <p>Trailer clip Blackout poems Book island stories The trees descriptions. Sinister tree of horrible hands, forgetful tree, brick tree – write own tree descriptions. What would your tree features be? Adjective, noun. Label tress outside. Formality in writing. The grumpy tree can be found.... Picking out phrases that are extraordinary. Tree conversations.</p>	<p>Writing a postcard to a friend informal writing. Quest in the lost city. Maps</p> <p>Lonely Merman</p> <p>Kraken</p>	<p>Introduce book</p> <p>Character descriptions. Setting descriptions Similes metaphors Happy ending trees. Turn it sad. Descriptions and endings</p> <p>Arabian Knights What makes a good story? Why doesn't he execute her? Types of endings of stories Series of books sequels Cliffhangers. Final twist Writing the 8th tale. Why do you want to keep reading Writing a story with an effective ending. Unpick structure of the story. Pick out the story features</p>	<p>your meals sound awful. Then making your food sound incredible. Flip writing. Give different adjectives and nouns to explore with. Salivating, insipid, mouth watering, painful looking. Succulent, Hyphenated adjectives. Creating own food. Recipe books. Mrs Beeton. Discuss style chatty formal. Write own recipe in a particular style. Formality flipping the recipe. British Bake off Masterchef.</p> <p>Mouse bird Snake Wolf. Letter writing</p>	
	<p><i>Writing opportunities</i> <i>Non Fiction</i></p>			<p>Adventurers Great Adventurers biographical writing Modern day adventurers letter and postcard writing.</p>		

English Long term planning: Christopher Rawlins Primary School

	<i>Poetry</i>				The sea is poem Metaphors Fog		
	<i>Core writing outcomes</i>	Writing to discuss Survival guide Balanced argument	Biography to inform Newspaper reports on viewpoints	Non chronological report on a theme	Newspaper report Persuasive letter	Speechwriting	Writing to entertain Write a setting description Information manual
	<i>Writers craft</i>	How does writer convey the characters emotions?	How does writer build excitement and tension during a chase scene?	How does writer create a tone of expertise and authority?	How is humour used in writing		How is conflict portrayed between character
	<i>Enrichment writing</i>	Message in a bottle or SOS Character descriptions	Exploring magical words Innovations of text Magical map making Fact files	Blog/ Vlog Research project	Newspaper writing		News report Writing messages from one character to another
	<i>Grammar</i>	Y5 Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Y6 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,	Y6 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Punctuation of bullet points to list information Y5 Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place	Y6 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Y5 Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Y5 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Y6 Use of the passive to affect the presentation of information in a sentence [for example, I broke the	Y6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] Y6 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Y5 Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Y6 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

English Long term planning: Christopher Rawlins Primary School

		grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	[for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]		window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]		
	<i>Spelling and punctuation</i>	Words ending in -cious & -tious. Silent letter b Words ending in -able & -ible Words ending in -ably & -ibly Words ending in -ent Words ending -ant	Words ending in -cial & -tial Adding suffixes beginning with vowel letters to words ending in -fer i before e except after c Homophones and near homophones Revision	Words containing the prefixes -aero, -micro, -tele, -photo & -circ'. Words containing the prefixes -tele, -photo & -circ'. Words ending in -able & -ible	Words ending in -ably & -ibly Words ending in -ant/ -ent & -ancy/-ency Words ending in -cial & -tial Adding suffixes beginning with vowel letters to words ending in -fer i before e except after c Homophones and near homophones	Suffixes -ant Use of the hyphen Words ending in -ance/-ancy Words ending in -ence/-ency Homophones and near homophones	Targeted revision based on a review of test scores weekly over the year, areas of weakness identified.
	<i>Reading spine</i>	The girl of Ink and Stars	Sky song Cogheart	The Wolf Wider Scribbleboy	King of the Cloud Forest Hacker	Boy at the Back of the Class Arrival	The Explorer