



# English Long Term Plan – Key Stage 1

# Rotation A

Term	Narrative	Information	Poetry
Autumn	<p><b>Autumn: Stories in familiar settings</b>  <b>Writing Outcomes:</b>            Planning and writing own story based on original.</p> <p><b>Suggested focus texts:</b>            The Tiger who comes to tea by Judith Kerr            Oh no, George by Chris Haughton            Dogger by Shirley Hughes            But Martin by June Counsel</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Verbally describe a setting.</li> <li>Identify characters, settings and main events using evidence from the text and illustrations.</li> <li>Recall the sequence of the main events.</li> <li>Discuss setting and collect vocabulary to describe. Compare to own experiences and knowledge of familiar settings.</li> <li>Re-tell, re-enact and innovate story, including main events, in sequence.</li> <li>Use story language to help sequence events.</li> <li>Use role play to generate ideas then develop through shared composition.</li> <li>Write own version of story by planning, drafting and editing.</li> </ul>	<p><b>Autumn: Labels, lists, signs &amp; posters</b>  <b>Writing Outcomes:</b>            A poster for a lost animal</p> <p><b>Suggested focus texts:</b>            Examples taken from environmental print and other sources</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Identify features of genre-type, looking at examples.</li> <li>Discuss what information will need to be conveyed and how this can be most effectively achieved.</li> <li>Develop descriptive vocabulary to provide reader with more information.</li> <li>Look at presentational devices, eg. text boxes (link to ICT). Discuss use of pictures, etc.</li> <li>Through shared composition, make a poster. Model use of capital letters and full stops.</li> <li>Children plan, draft and edit posters.</li> <li>Posters could be published using ICT.</li> </ul>	<p><b>Autumn: Poems about the Senses</b>  <b>Outcomes:</b>            Produce and publish patterned poems that describe the senses.</p> <p><b>Suggested focus texts:</b>            Five Little Senses            The Magic Box by Kit Wright            The Works 4 by Pie Corbett</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Read and respond to a range of poems and other simple patterned texts that capture sensory experience in words.</li> <li>Practise reading texts in unison.</li> <li>Identify and discuss words in the text that describe what we see, hear, feel, smell and taste.</li> <li>Discuss images of familiar objects, scenes and events. Identify what senses would we be using if they were in scene.</li> <li>Select suitable words and phrases to describe images.</li> <li>Identify familiar experiences for children to recreate and explore in terms of sensory response.</li> <li>Generate effective words to describe.</li> <li>Model writing poem based on original.</li> <li>Children plan, draft and edit their own poem.</li> </ul>



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	<p><b>Autumn: Stories with a Fantasy Setting</b>  <b>Writing Outcomes:</b>  <b>Plan and write own fantasy story with a dilemma</b></p> <p><b>Suggested focus texts:</b>            Grendel: A cautionary tale about chocolate by David Lucas            King Midas Story by Eric Kimmel            The Magic Bed by John Burningham</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Identify objects in the settings that make them different from our world.</li> <li>• Create fantasy settings using knowledge from shared reading.</li> <li>• Analyse how characters respond to events and interact with setting.</li> <li>• Use drama to support children’s understanding of characters (photograph).</li> <li>• Identify the features of stories with a fantasy setting, focussing on problem and resolution.</li> <li>• Children orally compose an adventure narrative through role-play.</li> <li>• Use previously generated fantasy backgrounds to develop ideas.</li> <li>• Children plan, draft and edit adventure stories, based on original.</li> </ul>	<p><b>Autumn: Instructional writing</b>  <b>Writing Outcomes</b>  <b>A set of instructions, eg. a recipe sheet</b></p> <p><b>Suggested focus text:</b>            Model Recipe sheet            Other examples of instructional guides</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to follow instructions to achieve an outcome.</li> <li>• Model and practise giving oral instructions using simple instructional language. Reinforce giving instructions in order.</li> <li>• Identify the features of instructions, eg. the use of imperative verbs.</li> <li>• Model writing a sequence of instructions for an activity carried out, eg cooking.</li> <li>• Children independently write instructions, based on an experience.</li> </ul>	<p><b>Autumn: Dictionary skills</b>  <b>Writing Outcomes:</b>  <b>Definitions of topic related pictures/ objects</b></p> <p><b>Suggested focus texts:</b>            Simple Dictionaries and Encyclopaedias</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Discuss the purpose of dictionaries and encyclopaedias</li> <li>• Rehearse saying alphabet</li> <li>• Model use of definitions, reinforcing alphabetical order.</li> <li>• Use dictionaries/ encyclopaedias to collect topic related vocabulary and definitions.</li> <li>• Identify and explain the main features of a definition.</li> <li>• Using pictures/ objects (link to topic) create definitions.</li> </ul>



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Spring	<p>Spring 1: <b>Story involving a voyage/ return</b>  <b>Writing Outcomes:</b>  <b>Own version of story</b>  <b>Writing in role as a character</b></p> <p><b>Suggested focus texts:</b>            Beegu by Alex Deacon            On the Way Home by Oliver Jeffers</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Identify characters, settings and main events using evidence from the text and illustrations.</li> <li>Recall the sequence of the main events.</li> <li>Discuss setting and collect vocabulary to describe. Compare to own experiences and knowledge of familiar settings.</li> <li>Re-tell, re-enact and innovate story, including main events, in sequence.</li> <li>Use story language to help sequence events.</li> <li>Use role play to generate ideas then develop through shared composition.</li> <li>Write own version of story by planning, drafting and editing.</li> </ul>	<p>Spring 1: <b>Letter Writing</b>  <b>Writing Outcomes:</b>  <b>Farewell letter to character</b></p> <p><b>Suggested focus texts:</b>            See class texts            Example(s) of informal letters</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Discuss what we need to include in a informal letter, eg. to; greeting (including reason for writing); message; from. Look at examples of letters and identify features.</li> <li>Model composing a letter, using children's ideas.</li> <li>Children plan, draft and edit own letters.</li> </ul>	<p>Spring 1: <b>Instructions</b>  <b>Writing Outcomes</b>  <b>A set of instructions, eg playground games 9link to story)</b></p> <p><b>Suggested focus texts:</b>            Taken from class text</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Work together to follow a set of instructions, eg. a game.</li> <li>Model and practise giving oral instructions using simple instructional language. Try following the steps in a different order to reinforce necessity of sequencing.</li> <li>Identify and display the features of instructions, eg. use of imperative verbs.</li> <li>Write instructions through shared composition</li> <li>Independently write instructions for an experience.</li> <li>Plan, draft and edit instructions.</li> <li>Present instructions for peers to follow.</li> </ul>



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<p><b>Spring 2: Stories from other cultures</b>  <b>Writing Outcomes:</b>  <b>Own version of story</b></p> <p><b>Suggested focus texts:</b>          Lila and the Secret of Rain by David Conway          Bringing the Rain to Kapiti Plain by Verna Aardema          The Tiger Child by Joanna Troughton</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to discuss a book, identifying main characters, events, familiar/ unfamiliar settings and looking for patterns in the text.</li> <li>• Identify the features of stories from other cultures.</li> <li>• Orally explore, adapt and invent words and sentences based on patterns in story.</li> <li>• Model re-telling an innovated version of story, using a story map to support.</li> <li>• Through shared composition, write new story.</li> <li>• Children independently write their own sentences for the whole or part of their story.</li> </ul>	<p><b>Spring 2: Non-chronological report</b>  <b>Writing Outcomes:</b>  <b>Creating fact files: non-chronological report about a country/ Writing a postcard</b></p> <p><b>Suggested focus text:</b>          Information texts/ websites about African country          Class text</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Using topic, model how to pose questions and ask children to think of their own questions. Use information texts and ICT websites to find answers, exploring how to use contents, index and glossary.</li> <li>• Discuss differences between fact and fiction.</li> <li>• Record information gathered as a list, chart, spidergram, etc.</li> <li>• Identify the key features of information texts.</li> <li>• Model writing own page for an information book. Model how to record facts, using the appropriate tense.</li> <li>• Children write own page, using photographs, to support.</li> <li>• Plan, draft and edit information report.</li> </ul>	<p><b>Spring 2: Poetry: Call and Response Poem</b>  <b>Writing Outcomes:</b>  <b>Write a poem or song together to celebrate a pivotal moment in class text</b></p> <p><b>Suggested focus text:</b>          Class text          Example of call and response poem</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Discuss the features of call and response poems/ songs (the pattern that characterises the singing of some Kenyan peoples).</li> <li>• Describe a pivotal/ emotive scene in the class text.</li> <li>• Use language from story to compose sentences as a ‘response’ to a ‘call.’</li> <li>• Through shared composition, demonstrate how to write a call and response poem.</li> <li>• In groups/ pairs, children rehearse and write responses to the call.</li> <li>• Prepare poems for a group performance.</li> </ul>
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Summer	<p><b>Summer: Traditional and Fairy Tales</b>  <b>Writing outcomes:</b>  <b>Creating own story</b></p> <p><b>Suggested focus text:</b>            Hansel and Gretel by Anthony Browne            Rapunzel by Sarah Gibb            Other fairy stories</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Identify basic story elements and summarise the plot using ‘beginning- middle- end.’</li> <li>Identify the main events in traditional tales, sequencing these in chronological order.</li> <li>Compare stories, drawing out typical features: beginnings and endings, story language, characters and plot.</li> <li>Re-enact/ re-tell for an audience using props, puppets, pictures, etc.</li> <li>Explore motives and behaviour using hot seating and role play.</li> <li>Write character profiles based on evidence from text.</li> <li>Write own version of tale, first through shared composition.</li> <li>Children plan, draft and edit own stories.</li> </ul>	<p><b>Summer: Chronological report</b>  <b>Writing Outcomes:</b>  <b>Life cycle of a plant class have grown</b></p> <p><b>Suggested focus text:</b>            Information books about life cycles            The Tiny Seed by Eric Carle</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Orally describe an aspect of learning children have been involved in, eg. growing plants. Empathise need to convey steps in order to explain to listener.</li> <li>Collect technical language in relation to subject.</li> <li>Identify features of a chronological report: general statement to introduce; sequenced steps to explain what happened; use of present tense; time vocabulary.</li> <li>Through shared composition, model writing chronological report. Discuss use of pictures, diagrams, etc.</li> <li>Children plan, draft and edit reports.</li> </ul>	<p><b>Summer: Poems on a theme</b>  <b>Writing Outcomes:</b>            Explore use of rhyme, adjectives &amp; expanded noun phrases. Write own poems.</p> <p><b>Suggested focus texts:</b>            Link to an area of the curriculum, eg Science.            A first book of Nature by Nicola Davies            Michael Rosen Poems</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>Respond to a range of simple poems on a theme. Encourage children to give a personal response and discuss patterns within a poem.</li> <li>Recite poems, including actions, etc.</li> <li>Discuss features of poems explored.</li> <li>Collect words and phrases linked to theme. Provide support through images, sounds, music, etc.</li> <li>Explore through modelling shared composition, making rhyming couplets and verses.</li> <li>Model how to write own simple patterned poem based on theme.</li> <li>Children write their own patterned poems on theme.</li> </ul>



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	<p><b>Summer 2: Stories exploring feelings</b>  <b>Writing Outcomes:</b>            Narrative re-tell            Writing in role as character</p> <p><b>Suggested focus texts:</b>            The Dark by Lemony Snickett            The Owl who was afraid of the Dark by Jill Tomlinson            Owl Babies by Martin Waddell</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Read story that explores a character’s feelings.</li> <li>• Summarise key points to produce an outline of the story structure.</li> <li>• Predict the outcome of the issue/ dilemma.</li> <li>• Explore possible courses of action and children write own endings based on drama and discussion.</li> <li>• Identify the features of a story with issues/ dilemma.</li> <li>• Talk about how the mood and atmosphere are achieved in a dilemma story.</li> <li>• Supplement through watching videos, etc.</li> <li>• Discuss character’s actions and alternative views on the problem. Use drama techniques.</li> <li>• Write in role as a character from the story.</li> <li>• Present children with an issue to discuss and suggest possible solutions to.</li> <li>• Demonstrate how to write opening section, setting the scene and drawing characters in.</li> <li>• Children plan, draft and write own stories.</li> </ul>	<p><b>Summer 2: Information text</b>  <b>Writing Outcomes:</b>  <b>A non-chronological report about nocturnal animals</b></p> <p><b>Suggested focus texts:</b>            Information texts and websites about nocturnal animals            Owl Babies by Martin Waddell            Owl who was afraid of The Dark by Jill Tomlinson</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Read and compare paper and ICT-based non-chronological reports on the same theme.</li> <li>• Demonstrate how to locate specific information using the contents and index pages and how to answer questions using the text.</li> <li>• Identify common features and evaluate the effectiveness of the text layout in supporting information retrieval.</li> <li>• Identify the features of non-chronological reports.</li> <li>• Model planning a report, organising ideas, using sub-headings, etc. to structure the text.</li> <li>• Model writing report, arranging information in sections/ simple paragraphs.</li> <li>• Children write own (complete or section of) a report.</li> </ul>	



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