



# English Long Term Plan – Key Stage 1      Rotation B

Term	Narrative	Information	Poetry
Autumn	<p><b>Autumn 1 : Stories in familiar settings</b>  <b>Writing Outcomes:</b>            Planning and writing own story based on original, eg changing character/ setting</p> <p><b>Suggested focus texts:</b>            Funny Bones by Allan Ahlberg            Once there were Giants by Martin Waddell</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 1: Lists, labels, posters</b>  <b>Writing Outcomes:</b>            A poster to describe the importance of exercise, healthy food, etc (link to Science).</p> <p><b>Suggested focus texts:</b>            See Class Text            Examples of posters</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 1: Poems about animals</b>  <b>Outcomes:</b>            Reciting by memory            Creating additional verse to poem</p> <p><b>Focus text:</b>            Hairy Tales and Nursery Crimes by Michael Rosen</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, ie animals. 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>Autumn 2: Traditional tales</b>  <b>Writing outcomes:</b>            Creating own traditional story, following pattern of original</p> <p><b>Suggested focus text:</b>            Little Red Riding Hood            The Gingerbread Man</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, sequencing these in chronological order using pictures/ sentences.</li> <li>• Compare stories and draw out typical features: beginnings and endings, story language, characters and plots.</li> <li>• Re-enact/ re-tell stories using pictures, puppets and props.</li> <li>• Identify the features of traditional stories.</li> <li>• Focus on particular characters- use text to learn about appearance, behaviour, goals and characteristics.</li> <li>• Explore motives and behaviour using role play / hot seating.</li> <li>• Write character descriptions, based on evidence from the text and understanding developed through role play.</li> <li>• Through shared composition, write own version of same or another traditional tale.</li> <li>• Children plan, draft and edit own stories.</li> </ul>	<p><b>Autumn 2: Instructions</b>  <b>Writing Outcomes:</b>            Instructions- how to catch an animal of own choice</p> <p><b>Suggested focus texts:</b>            Class text            Shh! We Have a Plan by Chris Haughton            We’re Going on a Bear Hunt by Michael Rosen</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 dramatised and recorded in a series of pictures, eg. catching wolf in Little Red Riding Hood</li> <li>• Children independently write multi-step instructions, based on their actions/ pictures.</li> </ul>	<p><b>Autumn 2: A letter</b>  <b>Writing Outcomes:</b>            A letter to Father Christmas</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>



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<b>Spring</b>	<p><b>Spring 1: Different stories by same author</b>  <b>Writing Outcomes:</b>  <b>A new story using a familiar character</b></p> <p><b>Suggested Authors:</b>            Martin Waddell      Jill Murphy            Julia Donaldson      Chris Wormell            Oliver Jeffers      Nick Butterworth</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Read several books by same author, discussing the author’s style and themes.</li> <li>• Identify and compare similarities and differences and express personal responses.</li> <li>• Explore characterisation in an author’s books through: drama; gathering evidence from the text; and, interpreting what has been read including making inferences using the text.</li> <li>• Identify the features of stories by the focus author.</li> <li>• Recommend a favourite book to peers.</li> <li>• Use drama and discussion to explore ideas for a new story using a familiar character.</li> <li>• Children write their own stories, paying attention to consistent use of tense, descriptions of settings and characters, dialogue and events.</li> </ul>	<p><b>Spring 1: Explanation text</b>  <b>Writing Outcomes:</b>  <b>Explanation text</b></p> <p><b>Suggested focus texts:</b>            Information books/ websites relating to a curriculum area, eg Science- food chains</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Use learning from another curriculum area that explains a process, eg food chain.</li> <li>• Provide opportunities for children to explore non-fiction texts, drawing attention to index page. Encourage children to find a key word using an index and locate relevant information on a page.</li> <li>• Look at a selection of explanation texts, discussing how a process is described through diagrams, etc. Draw attention to use of captions, labels, etc. that help explain.</li> <li>• Children identify the presentational devices that give a clear explanation of a process.</li> <li>• Create a flowchart, diagram, etc. to explain the process.</li> <li>• Children construct own diagrams, flowcharts, etc. using information collected from research.</li> <li>• Model how to write an explanation text.</li> <li>• Children write their own explanation texts. Encourage pupils to sequence logically, apply consistent use of present tense and use connecting words to link sections.</li> </ul>	<p><b>Spring 1: Poems about experiences/ observations</b>  <b>Writing Outcomes:</b>  <b>Simple poem or short prose text</b></p> <p><b>Suggested focus texts:</b>            Where my Wellies take me by Michael and Clare Morpurgo            The Poetry Store by Paul Cookson            A First Book of Nature BY Nicola Davies            NB Subject matter could be related to class themes</p> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Read poems where the writer is responding to an experience/ observation.</li> <li>• Discuss what poems are about and think about the way the author has chosen and used words to describe the experience.</li> <li>• Respond to poems through drama, art, etc.</li> <li>• Perform poems, using actions and sound effects.</li> <li>• Identify the features of the poems.</li> <li>• Focus on imaginative and adventurous language choices made by writer.</li> <li>• Model how to write simple poetry (or prose) which describe a first-hand experience.</li> <li>• Children plan, draft and edit own poems about a first-hand experience.</li> </ul>



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	<p><b>Spring 2: Stories with fantasy settings</b>  <b>Writing Outcomes:</b>  <b>A story in a new fantasy setting</b>  <b>Suggested focus texts:</b>          Toys in Space by Mini Grey          Emily Brown and The Thing by Cressida Cowell          Where the Wild Things Are by Maurice Sendak</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Identify objects/ characters found in settings which make them different to what we know.</li> <li>• Predict possible events in further reading based on prior experience of stories with fantasy settings.</li> <li>• Create fantasy settings using knowledge from shared reading.</li> <li>• Analyse how characters respond to events and interact with settings.</li> <li>• Use drama to deepen children's understanding.</li> <li>• Identify the features of stories with a fantasy setting, particularly focusing on the problem and resolution.</li> <li>• Children orally compose an adventure narrative through role play. Ensure events are organised sequentially.</li> <li>• Use fantasy settings thought of earlier or new settings to develop new stories.</li> <li>• Plan, draft and edit stories in a fantasy setting.</li> </ul>	<p><b>Spring 2: Persuasive writing</b>  <b>Writing Outcomes</b>  <b>Advert for a toy</b></p> <p><b>Suggested focus text:</b>  <b>Catalogues, etc. advertising toys</b></p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Explore and discuss adverts in catalogues, magazines, shop websites, etc. considering how information is conveyed to the reader.</li> <li>• Find key features of persuasive writing- text structure, persuasive language etc.</li> <li>• Draft advert for toy in question, considering what the selling points are.</li> <li>• Decide how best to present information: using pictures, words and other communication modes (eg. digital media) to persuade.</li> <li>• Plan, draft and edit adverts.</li> </ul>	
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Summer	<p><b>Summer 1: Significant authors</b>  <b>Writing Outcomes:</b>            A sustained story  <b>Suggested authors:</b>            Roald Dahl            Jill Murphy            Anne Fine  <b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Read an extended story by author as a serial.</li> <li>• Summarise the plot and look at links between events.</li> <li>• Make predictions at key moments.</li> <li>• Track a particular character and notice ways in which they change.</li> <li>• Analyse pieces of dialogue, re-enact and make up new dialogue.</li> <li>• Evaluate the story and discuss techniques the author uses to engage the reader and sustain their interest.</li> <li>• Discuss features of extended stories, for example more complicated plots, more information about characters.</li> <li>• Children plan an extended story after discussing story ideas.</li> <li>• Model: using extended sentences (co-ordination and sub-ordination); a logical sequence of events; consistent use of the third person and past tense.</li> <li>• Children draft and edit own sustained stories.</li> </ul>	<p><b>Summer 1: Chronological report</b>  <b>Writing Outcomes:</b>            A report, linked to a curriculum area, eg ‘The Life of Rosa Parks.’  <b>Suggested focus texts:</b>            Websites and information books  <b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Orally describe an aspect of learning children have been involved in, eg. the life of Rosa Parks.</li> <li>• Identify features of a chronological report: general statement to introduce; sequenced steps to explain what happened; consistent use of past 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: Humorous poems</b>  <b>Writing Outcomes</b>            A humorous poem/ prose passage  <b>Suggested focus texts:</b>            Don’t Put Mustard in the Custard by Michael Rosen            Don’t Put Your Finger in the Jelly, Nelly! By Nick Sharratt  <b>Teaching Ideas:</b></p> <ul style="list-style-type: none"> <li>• Read humorous poems and texts that play with language- riddles, jokes, etc.</li> <li>• Encourage children to think about what is funny or surprising and the way the author has chosen words to achieve this effect.</li> <li>• Children recite poems using actions and sound effects.</li> <li>• Identify the key features of the poetry explored.</li> <li>• Experiment with saying then writing ‘silly’ sentences/ rhymes, etc.</li> <li>• Focus on devices such as alliteration, puns, word-play, etc. Develop imaginative vocabulary.</li> <li>• Model how to write humorous poems or passages as a way of exploring using language which is entertaining.</li> <li>• Children write their own humorous poems or passages. Encourage them to alliteration, entertaining word choices, etc.</li> </ul>



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<p><b>Summer 2: Traditional Tales from other cultures</b> <b>Writing Outcomes:</b> <b>Narrative re-tell of traditional tale</b> <b>Suggested focus texts:</b> <b>The Rainbow Bird</b> by Eric Maddern and Adrienne Kennaway. <b>Stories from the Billabong</b> by James Vance Marshall and Francis Firebrace <b>Wombat goes Walkabout</b> by Michael Morpurgo and Christian Birmingham</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 elements of the story as a traditional tale with beginnings and endings, story language, characters and plots.</li><li>• Focus on particular characters- use text to learn about appearance, behaviour, goals and characteristics.</li><li>• Explore motives and behaviour using role play / hot seating.</li><li>• Write character descriptions, based on evidence from the text and understanding developed through role play.</li><li>• Through shared composition, write own version of traditional tale from other culture.</li><li>• Children plan, draft and edit own stories.</li></ul>	<p><b>Summer 2: Postcards</b> <b>Writing Outcomes:</b> <b>Postcard describing a holiday destination</b></p> <p><b>Suggested focus texts:</b> Meerkat Mail by Emily Gravett Information texts and websites</p> <p><b>Teaching Ideas:</b></p> <ul style="list-style-type: none"><li>• Using information texts, websites, etc. children research a holiday destination/ country in class text.</li><li>• Support children in locating relevant information (eg. landmarks; climate) using an index and note-taking.</li><li>• Children draft sentences about what they might enjoy doing/ seeing considering the landmarks and climate of the country in question.</li><li>• Look at the format of a postcard and discuss what needs to be included when writing a postcard.</li><li>• Model writing a postcard, discussing the opening, what will be included (ie, what we have done/ seen and what we might want to do). Empathise writing a first person account and using the correct tense.</li><li>• Children plan, draft and edit own postcards.</li></ul>	
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