

English Long-Term Plan

EYFS						
Reception talk for writing units	Narrative: <i>Goldilocks and the Three Bears</i> (traditional tale)	Narrative: <i>Owl Babies</i> by Martin Waddell Non-fiction: <i>Night Animals</i> (information text)	Narrative: <i>We're going on a bear hunt</i> by Michael Rosen Non-fiction: <i>Polar animals</i> (information text)	Narrative: <i>The Queens Hat</i> by Steve Anthony Non-fiction: TBC (linked to new topic)	Narrative: <i>The Enormous Turnip</i> (traditional tale) <i>Little red hen</i> (traditional tale)	Narrative: <i>The very hungry caterpillar</i> by Eric Carle Poetry: <i>Mad about minibeasts</i>
KS1						
Year 1 Talk for writing units	Performance poetry: <i>The Troll</i> by Julia Donaldson Narrative: <i>The Three Billy Goats Gruff</i> (traditional tale) Toolkit: Setting description Non-fiction: <i>Troll Fact File</i> (information text) Toolkit: Information text	Descriptive poetry: <i>What am I?</i> Animal poems Narrative: <i>Goldilocks and the Three Bears</i> (traditional tale) Toolkit: Character description Non-fiction: <i>Letter from Goldilocks</i> Toolkit: recount	Descriptive poetry: Animals Narrative: <i>Tiger Who Came to Tea</i> by Judith Kerr (fantasy story) Toolkit: Action Non-fiction: Recount of class trip Toolkit: Recount	Descriptive poetry: <i>My Superhero</i> by Pie Corbett Narrative: <i>Nat Fantastic</i> by Giles Andreae (Change Story) Toolkit: Character description Non-fiction: <i>How to be Nat Fantastic</i> Toolkit: explanation	Performance poetry: <i>The Lion</i> by Roald Dahl Narrative: <i>The Disgusting Sandwich</i> by Gareth Edwards (humour story) Toolkit: Dialogue Non-fiction: <i>How to make a Disgusting sandwich</i> Toolkit: Instructions	Descriptive poem poetry: <i>Inside a shell</i> by John Foster Narrative: <i>Katie Morag Delivers the Mails</i> by Mairi Hedderick (Quest) Toolkit: setting description
Year 2 Talk for writing units	Poetry: <i>Recipe to Make a Wolf</i> by Pie Corbett Narrative: <i>Little Red Riding Hood</i> (traditional tale)	Poetry: <i>Night themed poetry</i> Narrative: <i>The Owl who was Afraid of the Dark</i> (fear tale)	Poetry: <i>The Sound Collector</i> by Roger McGough Narrative: <i>Pigs Might Fly</i> by Jonathon Emmett (traditional tale sequel)	Poetry: 'Me' themed poetry Narrative: <i>Odd Dog Out</i> by Rob Biddulph (Rags to Riches)	Poetry: <i>Moody Monster</i> Narrative: <i>Where the Wild Things Are</i> by Maurice Sendak (journey story)	Poetry: Descriptive poetry magic potions Narrative: <i>George's Marvellous Medicine</i> by Roald Dahl

	Toolkit: openings and endings Non-fiction: <i>Letter from Grandma/wolf</i> Toolkit: recount	Toolkit: Description Non-fiction: <i>How to bake a xxxx</i> Toolkit: Instructions	Toolkit: Action Non-fiction: <i>How to Beat the Big Bad Wolf</i> (explanation text) Toolkit: Explanation	Toolkit: Character description Non-fiction: <i>Visit/Event recount</i> Toolkit: Recount	Toolkit: Settings description Non-fiction: <i>Famous small book people</i> (information text) Toolkit: Information text	
Reciprocal reading texts	Fiction: <i>The Hodgeheg</i> by Dick Kung Smith		Fiction: <i>Harry the Poisonous Centipede</i>		Fiction: <i>Matilda</i> by Roald Dahl	
Lower KS2						
Cycle A Talk for writing units	Performance Poetry: <i>Tell me a Dragon</i> by Jackie Morris Narrative: <i>The Egg</i> by MP Robertson (finding tale) Toolkit: Openings and endings Non-fiction: <i>How to trap a troll</i> by Pie Corbett (instructions) Toolkit: instructions	Poetry: Senses poetry to describe a setting Narrative: <i>The Alien Landing</i> (cliff-hanger story) Toolkit: Setting description/openings and endings Non-fiction: <i>Dragon</i> (information text) Toolkit: Information	Performance poetry: Monster poem Narrative: <i>Beowulf</i> (Beat the Monster) Toolkit: Action/suspense Non-fiction: Newspaper report linked to the Beowulf Toolkit: Recount	Poetry: <i>Last Night I saw the City Breathing</i> by Andrew Fusek-Peters Narrative: <i>Elf Road</i> by Pie Corbett (portal story) Toolkit: Setting description Non-fiction: <i>Would I prefer to live as an Anglo Saxon or Viking?</i> (discussion text) Toolkit: Discussion	Poetry: Character description spine poem Narrative: <i>The True Story of the Three Little Pigs</i> (alternative traditional tale) Toolkit: Character description/dialogue Non-fiction: Job application for a dream role (persuasive text) Toolkit: Persuasive	Poetry: Performance poetry Narrative: <i>Mission Accomplished: A Spy Story</i> (quest story) Toolkit: All Non-fiction: <i>Until I met Dudley: How Everyday Things Really Work</i> by Roger McGough (explanation text) Toolkit: Explanation
Reciprocal reading texts	Class Novel: <i>The Iron Man</i> by Ted Hughes/ <i>Charlotte’s Web</i> by E B White <i>The Lost Happy Endings</i> by Carol Ann Duffy <i>Topsy Turvy World</i> by William Rand (poem) Instruction and information texts linked to foundation curriculum		Class novel: <i>Charlottes Web/ The Lion the Witch and the Wardrobe</i> by CS Lewis <i>Catch a Little Rhyme</i> by Eve Meriam (poem) Recount and discussion texts linked to foundation curriculum		Class novel: <i>The Firework Maker’s</i> by Phillip Pullman <i>Revolting Rhymes</i> by Roald Dahl (poem) <i>Cloud busting</i> by Malorie Blackman <i>Until I met Dudley</i> by Roger McGough Persuasion and explanation texts linked to foundation curriculum	

Cycle B Talk for writing units	Poetry: Setting description list poem: <i>Mr Magorium’s Wonderful Emporium</i> Narrative: <i>The Magician’s Pie Shop</i> by Pie Corbett (Fantasy story) Toolkit: Setting description Non-fiction: <i>Information booklet on a school</i> (information text) Toolkit: Information	Poetry: Performance poetry <i>Mr Shadow’s Shoes</i> by Paul Cookson (extract only as long poem) Narrative: <i>Charlie and the Chocolate Factory</i> (Character description) Toolkit: Character description Non-fiction: <i>Teacher Pleaser Machine</i> (explanation text) Toolkit: Explanation	Poetry: Describing action poem e.g., bubbles Narrative: <i>The Tear Thief</i> by Carol Ann Duffy (finding tale) Toolkit: action Non-fiction: TripAdvisor review of place (persuasion text) Toolkit: Persuasion	Poetry: Setting description list poem, <i>from the balcony I can see</i> , Pie Corbett Narrative: <i>Scarab Story</i> by Pie Corbett (time slip story) Toolkit: suspense/dialogue Non-fiction: <i>Tornado destroys local houses</i> by Pie Corbett (news recount text) Toolkit: recount	Poetry: Performance poetry Narrative: <i>The Way Home</i> by Pie Corbett (mystery story) Toolkit: Dialogue/openings and endings Non-fiction: How to make an XXXX (instruction text) Toolkit: Instructions	Poetry: Performance poetry <i>Two Dead Boys</i> poem, Tyler Rager Narrative: <i>Theseus and the Minotaur</i> (beat the monster story) Toolkit: All Non-fiction: <i>Would I prefer to live in Athens or Sparta?</i> (discussion text) Toolkit: Discussion
Reciprocal reading texts	Fiction: <i>Harry Potter and The Philosopher’s Stone</i> , by JK Rowling, <i>Charlie and the Chocolate Factory</i> by Roald Dahl Poetry: <i>Ducks Ditty</i> by Kenneth Graham Non-fiction: Explanation and information texts linked to the foundation curriculum		Fiction: <i>The Tunnel</i> by Anthony Brown, <i>The Boy Who Stole the Pharaoh’s Lunch</i> by Karen McCombie, <i>The Land of Roar</i> by Jenny McLachlan Poetry: <i>Dream Variations</i> by Langston Hughes Non-fiction: Persuasion and recount texts linked to foundation curriculum		Fiction: <i>Percy Jackson and the Lightning Thief</i> /Ancient Greek Myths e.g., Pandora’s Box Poetry: <i>Something Told the Wild Geese</i> by Rachael Field Non-fiction: Instruction and discussion texts linked to the foundation curriculum	
Upper KS2						
Cycle A Talk for writing units	Poetry: <i>Ice Cream Man</i> by Rachael Field (descriptive poem) Narrative: <i>The Bulldozer</i> by Pie Corbett (manipulating a known plot for different purposes)	Poetry: WW1 poetry – <i>Dulce Est Decorum Est</i> by Wilfred Owen Narrative: <i>The Piano</i> (flashback) Toolkit: setting description/action Non-fiction: Balances argument on aspect of	Poetry: Performance poetry – <i>The Watchers</i> , Pie Corbett Narrative: <i>Voices in the Park</i> (writing from different characters point of view) Toolkit: Character description/setting	Poetry: <i>At the Window Listening</i> , Pie Corbett Narrative: <i>The Lost Thing</i> by Shaun Tan (finding story) Toolkit: Character and setting description/dialogue/	Poetry: Animal metaphor poems by Pie Corbett Narrative: <i>Zelda Claw and the Rain</i> by Pie Corbett (fear story) Toolkit: Openings/endings/	Poetry: On the move, poems about Migration by Michael Rosen Narrative: <i>The Arrival</i> by Shaun Tan (journey to a new world) Toolkit: All

	<p>Toolkit: Character description</p> <p>Non-fiction: <i>How did WW1 start?</i> (explanation text)</p> <p>Toolkit: Explanation</p>	<p>WW1 (balanced argument text)</p> <p>Toolkit: Discussion</p>	<p>description/dialogue to convey character</p> <p>Non-fiction: Newspaper article/police report on a key event in the Suffragette movement</p> <p>Toolkit: recount</p>	<p>openings and endings</p> <p>Non-fiction: Letter of complaint linked to relevant issue (persuasive text)</p> <p>Toolkit: Persuasion</p>	<p>suspense/setting description</p> <p>Non-fiction: Brochure for a museum on Ancient Baghdad (information text)</p> <p>Toolkit: Information</p>	<p>Non-fiction: How to be successful at school instructions</p> <p>Toolkit: Instructions</p>
Reciprocal reading texts	<p>Fiction: Fog Hounds, The Gulf both from the RR Anthology Poetry: In Flanders Fields John McCrae (WW1 poetry selection Non-fiction: Explanation and information texts linked to foundation curriculum</p>		<p>Fiction: The Green Children, Kevin Crossley-Holland Poetry: The Listeners – Walter De la Mare Non-fiction: Recount and persuasion texts linked to foundation curriculum</p>		<p>Fiction: Holes, Lois Sachar Poetry: The Star by Sara Teasdale Non-fiction: Instructions and information texts linked to foundation curriculum</p>	
Cycle B Talk for writing units	<p>Poetry: <i>Scarlet Poppies</i>, Pie Corbett</p> <p>Narrative: <i>The Caravan</i> by Pie Corbett (warning story)</p> <p>Toolkit: Action dialogue</p> <p>Non-fiction: Instructions for XXXX (instruction text)</p> <p>Toolkit: Instruction</p>	<p>Poetry: <i>The Magical Box</i> by Kit Wright portal poem</p> <p>Narrative: <i>Clock Close</i> by Dean Thomas (portal/time slip story)</p> <p>Toolkit: suspense</p> <p>Non-fiction: Balanced argument on whether communication was a good thing or not (discussion text)</p> <p>Toolkit: Discussion</p>	<p>Poetry: <i>Homeless</i> by Ronald Chapman poem writing in role</p> <p>Narrative: <i>The Way Home</i> by Libby Hathorn (writing in role as a character)</p> <p>Toolkit: Character description/action</p> <p>Non-fiction: Police report recount linked to <i>No Way Home</i> (recount text)</p> <p>Toolkit: recount</p>	<p>Poetry: <i>Settings Spine poem</i> by Pie Corbett</p> <p>Narrative: <i>Kidnapped</i> by Pie Corbett (flashback)</p> <p>Toolkit: Action/suspense/dialogue</p> <p>Non-fiction: What was the impact of the Industrial Revolution on people at the time and in the present? (explanation text)</p> <p>Toolkit: Explanation</p>	<p>Poetry: <i>I am a mystery</i>, William Konrad mystery poem</p> <p>Narrative: <i>Alma</i> (animated short film) writing a sequel</p> <p>Toolkit: all</p> <p>Non-fiction: Persuasive letter current issue relevant to children (uniform/extra playtime)</p> <p>Toolkit: Persuasion</p>	<p>Poetry: <i>Matilda</i> by Hilaire Belloc, character description</p> <p>Narrative: <i>Flower's Yard</i> by Pie Corbett (adventure text)</p> <p>Toolkit: all</p> <p>Non-fiction: Information text on an aspect of the Victorian age (information text_)</p> <p>Toolkit: Information</p>
Reciprocal reading texts	<p>Fiction: The Balaclava Boys, Jenny Robson Poetry: If by Rudyard Kipling George by Hillair Belloc Non-fiction: Explanation and information texts linked to foundation curriculum</p>		<p>Fiction: Poetry: From a Railway Carriage, Robert Louis Stevenson Non-fiction: Explanation and information texts linked to foundation curriculum</p>		<p>Fiction: Wonder, RJ Palacio Poetry: The Tyger, William Blake Non-fiction: Explanation and information texts linked to foundation curriculum</p>	