

RAYNVILLE ACADEMY: LONG TERM PLAN – ENGLISH

INTENT:

High quality teaching and learning of the Programme of Study from the National Curriculum will enable pupils to develop a love of reading, writing and discussion. By providing the children with secure knowledge and skills in literacy, we will give them the tools to participate fully in society and inspire them to reach for their ambitions in life.

Our aim is to develop the children's love of reading through the progressive skills of decoding, fluency and comprehension. Through the ethos of nurturing and encouragement, our children will take pride in their writing (both in the presentation and content) and will be able to adapt their language style for a range of contexts. The children will have the confidence in the art of speaking and listening to discuss and communicate their learning across the curriculum.

IMPLEMENTATION:

With the intent at the forefront of all our teaching, we will endeavour to ensure our lessons are well planned, engaging, inspiring and motivational. We will ensure that **cross-curricular links** are woven into the Programme of Study for English when and wherever possible. In addition, we will use **high quality whole class texts** when appropriate; these will support the promotion of the love of reading, will enhance the skills of comprehension and will facilitate a range of writing contexts. The use of 'model writing' will facilitate the teaching of all genres. A promotion of **understanding and application of high level vocabulary** will be interwoven within our lessons using a range of Talk Matters strategies. TM will also enhance the children's **skilled speaking and active listening techniques**. Grammar terminology and skills will be taught and applied within the context of writing alongside dedicated tasks. Differentiated Success Criteria will focus on key skills and assessment will inform next steps.

Reading sessions will be progressive and promote the love of reading; they will develop decoding, fluency and comprehension skills and will utilise our wide-range of texts/resources at our disposal (eg: Oxford Reading Tree, Think2Read, Literacy Shed etc). The use of good quality Visual Literacy (texts/media) will also enhance children's understanding, engagement and passion for the subject.

IMPACT:

Through the consistency of the implementation of our teaching, children leave Raynville with a good grasp of all aspects of literacy and hopefully have a passion for the subject that will continue to grow and develop as they do. End of Key Stage results reflect all their hard work and children are proud of their achievements. Their speaking, reading and writing skills have developed so they are able to access the next stage of their education and apply these skills with confidence, resilience and creativity.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	<p>Fiction – The Gruffalo:</p> <ul style="list-style-type: none"> • Character Descriptions and captions. • Non-Fiction – Letters to fairies (humanities Brilliant Bramley topic) 	<p>Fiction – T4W: We’re going on a bear hunt.</p> <ul style="list-style-type: none"> • Tractions Man – with grammar focus (Toys history topic) • Non-Fiction: Letters to Santa. 	<p>Fiction – Traditional Tales T4W</p> <ul style="list-style-type: none"> • Focus on writing with stamina. • on-Fiction – Instruction writing – How to make a moving picture. 	<ul style="list-style-type: none"> • Fiction – ‘Welcome’ T4W Focus on ‘and’ to extend a sentence. • Non-Fiction – Fact files: Animals (Science topic revisit) 	<p>Fiction – Supertato</p> <ul style="list-style-type: none"> • Non- Fiction: Big literacy unit based on real life superheroes. • Lots of fact files about inspirational people throughout history 	<p>Fiction: Literacy Shed – Girl with a yellow bag.</p> <ul style="list-style-type: none"> • Non – Fiction: About plants (the fairies are back). Non-Fiction: Recounts from seaside trip
YEAR 2	<p>Land marks</p> <ul style="list-style-type: none"> • Descriptive writing (basic sentence structure, adjectives, conjunctions) • Fact files (structure, vocabulary) 	<p>Great Fire of London.</p> <ul style="list-style-type: none"> • Descriptive writing (adjectives, conjunctions, adverbs) • Instructions (imperative verbs, structure) • Diary writing linked to Samuel Pepys (tense, vocabulary) 	<p>Lost and Found-Oliver Jeffers</p> <ul style="list-style-type: none"> • (Reciting, rewriting, punctuation!?,.) • Non-chronological reports based on penguins (structure, questions, vocabulary) 	<p>Florence Nightingale</p> <ul style="list-style-type: none"> • Recount linked to FN trip (tense, time conjunctions) • Instructions writing cleaning Scutari hospital. • Diary writing linked to FN(tense, vocabulary) 	<p>SATS</p> <ul style="list-style-type: none"> • Post card writing linked to Victorian seaside (tense, description with double adjectives) • Instructions for planting seeds(imperative verbs, time conjunctions) 	<p>Gorilla –Anthony Brown (Visual Literacy)</p> <ul style="list-style-type: none"> • Tales form another culture linked to Kenya topic

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	<p>The Three Little Pigs</p> <ul style="list-style-type: none"> • Story writing (re-telling). • Punctuation. <p>The Gruffalo</p> <ul style="list-style-type: none"> • Character descriptions. • Vocabulary. <p>Tell me a Dragon</p> <ul style="list-style-type: none"> • Descriptive writing. • Vocabulary 	<p>Wolves & Penguins</p> <ul style="list-style-type: none"> • Non-Chronological reports. <p>Mary Poppins Fiction Writing</p> <ul style="list-style-type: none"> • Descriptive writing. • Creative story writing. 	<p>Egyptian Writing</p> <ul style="list-style-type: none"> • Mummification instruction writing. • King Tutankhamun report. • Diary of Howard Carter. • Egyptian Cinderella. 	<p>Shaun the Sheep</p> <ul style="list-style-type: none"> • Scripts. • Story writing. <p>Titanic</p> <ul style="list-style-type: none"> • Descriptive writing. • Diary of Eva Heart. • Newspaper. 	<p>In-depth Book Review: Beast Quest</p> <ul style="list-style-type: none"> • Vocabulary • Grammar • Speech • Descriptive writing. • Innovative writing. • Diary writing. 	<p>Extreme Weather</p> <ul style="list-style-type: none"> • Setting description • Diary writing. • Newspaper <p>Wizard of Oz</p> <ul style="list-style-type: none"> • Creative story writing.
YEAR 4	<p>Amazon Journey</p> <ul style="list-style-type: none"> • 1st person narrative <p>Desert report</p> <ul style="list-style-type: none"> • Non-chronological report 	<p>Greek Myths King Midas</p> <ul style="list-style-type: none"> • Rewrite <p>Theseus and the Minotaur</p> <ul style="list-style-type: none"> • Description of labyrinth • Description of Minotaur • Creative writing – write own ending 	<p>In-depth Book Review: The Firework-maker's Daughter</p> <ul style="list-style-type: none"> • Diary writing • Descriptive writing • Poetry writing • Persuasive letter • Creative writing – write own ending • State opinion and explain/justify 	<p>In-depth Book Review: The Firework-maker's Daughter (cont)</p> <ul style="list-style-type: none"> • Diary writing • Descriptive writing • Poetry writing • Persuasive letter • Creative writing – write own ending <p>State opinion and explain/justify Changes (Anthony Browne) - Visual</p>	<p>Romans' Report</p> <ul style="list-style-type: none"> • Report writing • Persuasive writing • Home in the Sky (Jeannie Baker) - Visual Literacy Comprehension 	<p>Stories from other cultures The Blind Man and the Hunter</p> <ul style="list-style-type: none"> • Rewrite <p>The Fire Children</p> <ul style="list-style-type: none"> • Write own ending <p>Zahra (Literacy Shed)</p> <ul style="list-style-type: none"> • Write an alternative version

				Literacy Comprehension		
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YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 5	Viking Sagas: Frey and the Goblins <ul style="list-style-type: none"> • Story Writing 	Narrative Poetry: Highwayman (Alfred Noyes) <ul style="list-style-type: none"> • Analysis • Vocabulary • Reciting • Re-write 	Volcanoes: <ul style="list-style-type: none"> • Non-chronological report. • Creative mountain description • Pompeii Newspaper 	In-depth Book Review: There's a Boy in the Girls' Bathroom (Louis Sachar) <ul style="list-style-type: none"> • Character analysis • Diary writing • Letter writing 	There's a Boy in the Girls' Bathroom(cont) Victorian Diary <ul style="list-style-type: none"> • Diary • Letter • Storyboard First Light (Gary Crewe) – Visual Literacy Comprehension	Literacy Shed: Road's End Mystery Story <ul style="list-style-type: none"> • Story Writing • Mars Creative descriptive writing
YEAR 6	Literacy Shed: Beyond the Lines <ul style="list-style-type: none"> • Story Writing Poppy Field (Michael Morpurgo) – Visual literacy Comprehension	In-depth Book Review: Goodnight Mr Tom (Michelle Magorian) <ul style="list-style-type: none"> • Character analysis • Diary writing • Creative writing • Letter writing 	In-depth Book Review: Kensuke's Kingdom (Michael Morpurgo) Typical Genres: <ul style="list-style-type: none"> • Character analysis • Creative writing • Letter writing • Newspaper Report 	Literacy Shed: Alma <ul style="list-style-type: none"> • Story Writing <ul style="list-style-type: none"> • GRAMMAR FOCUS 	Leaflet LEEDS / LIVERPOOL: Genre: <ul style="list-style-type: none"> • Persuasive writing 	Fairy tales <ul style="list-style-type: none"> • Precis writing

			Silver Swan (Michael Morpurgo) – Visual Literacy Comprehension	The Watertower (Gary Crewe) – Visual Literacy Comprehension		
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