

Key Stage	Rolling Year Plan	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
KS4 Yrs. 10/11	1	<p>Exploring Poetry E2/3</p> <p>This unit enables learners to develop knowledge of the features of poetry, the ability to interpret poetry and respond to the language in poetry. To be awarded credit at E2/3 learners will:</p> <p>LO1 Interpret the subject matter of a poem. State why a poet has chosen to write about the subject matter. Make references to a poem to support interpretation of subject matter.</p> <p>LO2 Know the key features of a poem. Identify descriptive words used in a poem.</p> <p>LO3 Respond to the language used by a poet. State how a poet uses descriptive words to affect a reader. Recognise a range of poetic conventions and how these have been used in the poem. Improvise, rehearse and perform poetry to generate language. Discuss language use and meaning, using role, intonation, tone, volume, mood and action to add impact.</p> <p>Texts / Resources Unit amplification www.wjec.co.uk/uploads/publications/16352.pdf?language_id=1</p> <p>Dulce et Decorum Est. by Wilfred Owen Back by Wilfred Gibson (1878-1962)</p>	<p>Functional skills English/ CEIAG</p> <p>Focus - reading and speaking in the workplace Texts / Resources Remembrance Day Activities British Legion activities pack. www.skillsworkshop.org/resources/remembrance-day-functional-skills-english-writing-task www.skillsworkshop.org/resources/remembrance-day-functional-english-e1-2 www.skillsworkshop.org/resources/letter-layout www.skillsworkshop.org/resources/letter-writing-pack Use conjunctions to extend simple sentences. Write an email to the National Arboretum asking for information about the visit. Write a formal letter to the manager of the National Memorial Arboretum thanking them for their hospitality during your visit. bbc.co.uk iWonder Jumbled Poems & Limericks www.skillsworkshop.org/resources/jumbled-poems-limericks Write a short poem – create a word cloud www.skillsworkshop.org/resources/write-short-poem-create-word-cloud Toms Night Out www.skillsworkshop.org/resources/toms-night-out E3 Autobiographical writing www.bbc.co.uk/skillswise/worksheets/en14para-e3-w-</p>	<p>Additional English, Exploring Narratives E2/3 and L1</p> <p>This unit enables learners to demonstrate knowledge of narratives taken from a range to include novels, short stories or media texts (moving image, audio recordings). To be awarded credit at E2/3 learners will:</p> <p>LO1 Know the key elements of narratives. Identify the main components of narratives. LO2 Understand how narratives appeal to an audience. LO3 Know events that occur in narratives. Describe what happens in events that occur in narratives. At Level 1 this unit aims to enable learners to demonstrate knowledge and understanding of narratives taken from a range to include novels, short stories or media texts (e.g. moving image, audio recordings, etc.) A minimum of TWO texts must be addressed and each assessment criteria exemplified in full for each text. To be awarded credit at L1 learners will:</p> <p>LO1 Know elements of narratives. LO2 Understand events that occur in narratives. LO3 Understand how narratives appeal to an audience.</p> <p>Texts / Resources</p>	<p>Functional skills English/ CE1AG</p> <p>Focus - reading work related information Texts / Resources Pilot Buys Pizza for 157 Passengers www.breakingnewsenglish.com/1407/140712-airplane-food-m.pdf Skimming and scanning PowerPoint www.skillsworkshop.org/resources/scanning-skimming-reading-detail-and-images-text-e3-functional-english Alphabetical Order www.skillsworkshop.org/resources/alphabetical-order-0 Dictionary skills www.skillsworkshop.org/resources/dictionary-skills News Report Farm Accident www.skillsworkshop.org/resources/news-report-farm-accident News Report www.skillsworkshop.org/resources/news-report-man-steals-atm-forklift Reading Adverts – Motorbikes www.skillsworkshop.org/resources/reading-advertisements-motorbikes Tacos www.skillsworkshop.org/resources/tacos Car adverts www.skillsworkshop.org/resources/car-adverts-functional-english Instructions and Explanations</p>	<p>Additional English Creating Narratives E2/3 and L1</p> <p>Creating Narratives E2/3 & L1 This unit enables learners to produce and structure narratives. To be awarded credit at E2/3 learners will:</p> <p>LO1 Create a storyline to interest or engage a reader. Describe a character and a setting using adjectives and adverbs. LO2 Plan a narrative that has a beginning, middle and an ending. Sequence ideas clearly. Create a narrative with a consistent point of view. At Level 1 this unit aims to enable learners to be able to produce narratives and create characters. To be awarded credit at L1 learners will:</p> <p>LO1 Control events in a narrative to interest an audience/reader. Use narrative techniques to engage an audience/reader. LO2 Use generic conventions to establish a narratives setting. Use language creatively to describe a characters appearance and movement. Use dialogue to characterise.</p> <p>Texts / Resources Exemplar material for peer assessment WJEC Teaching resource pack www.wjec.co.uk/uploads/publications/17428.pdf?language_id=1</p>	<p>Functional skills English/ CEIAG</p> <p>Focus - writing work related documents Formal and informal writing, notes, letters Texts / Resources Different types of texts http://www.skillsworkshop.org/resources/different-types-text-ppts Types of texts www.skillsworkshop.org/resources/types-text-student-handout Extending simple sentences www.skillsworkshop.org/resources/extending-simple-sentences-because Write a job application letter www.skillsworkshop.org/resources/writing-job-application-letter Star interview www.skillsworkshop.org/index.php?q=img_assist/popup/5588 Breaking News free FS worksheets www.breakingnewsenglish.com/ What are conjunctions? www.skillsworkshop.org/resources/what-are-conjunctions Discovering Sentences www.skillsworkshop.org/resources/discovering-sentences Nouns www.bbc.co.uk/skillswise/worksheets/en24noun-e3-w-a-picnic-in-the-park Adjectives</p>



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		<p>In Flanders Fields by John McCrae www.greatwar.co.uk/poems/ www.tes.co.uk/teaching-resource/Conflict-War-Poetry-Resources-6039096</p> <p>WJEC Dulce et Decorum Est. http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=111</p>	<p>using-paragraphs Reading and writing letters www.skillsworkshop.org/resources/reading-and-writing-letters-functional-english Parts of speech www.skillsworkshop.org/resources/parts-speech Reading instructions www.skillsworkshop.org/literacy?page=1&op=or&tid[0]=54&tid_depth[0]=947</p>	<p>Stone Cold by Robert Swindells War Game by Michael Foreman Holes by Louis Sachar Of Mice and Men by Robert Steinbeck War Horse by Michael Morpurgo A Kestrel for a Knave by Barry Hines http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/Additional%20English/6354_ExploringNarratives_Nolnt.pdf</p>	<p>www.skillsworkshop.org/resources/features-instructions-and-explanations Reading Advertisements www.skillsworkshop.org/resources/reading-advertisements-motorbikes *Punctuation www.bbc.co.uk/skillswise/game/en29punc-game-going-to-work-with-commas</p>	<p>ge_id=1 Identifying word types www.bbc.co.uk/skillswise/worksheets/en22what-e3-what-identifying-word-types Sentence structure www.bbc.co.uk/skillswise/factsheet/en30stru-e3-f-more-info-abt-sentence-construction www.bookstart.org.uk/books/lets-write-a-story/ www.youtube.com/watch?v=QqDKF6QIQ1I Ingredients for a story www.bbc.co.uk/bitesize/ks2/english/writing/story_plan/play/Maker http://learnenglishkids.britishcouncil.org/en/make-your-own/story-maker</p>	<p>www.bbc.co.uk/skillswise/factsheet/en25adje-e3-f-adjectives Apostrophes game www.bbc.co.uk/skillswise/game/en29punc-game-beat-the-clock-apostrophes *Tacos www.skillsworkshop.org/literacy?page=1&op=or&tid[0]=54&tid_depth[0]=947</p>
<p>KS4 Yrs. 10/11</p>	<p>2</p>	<p>Additional English Communicating Experiences E2/3</p> <p>This unit enables learners to communicate experiences from different points of view and demonstrate understanding of different points of view. To be awarded credit at E2/3 learners will: LO1 Communicate about an event or experience. Outline an event or an experience. Communicate information clearly. LO2 Express different points of view on a topic or event. State feelings or opinions on a topic or an event. Respond to questions about different points of view. State opinions about views that are understood.</p>	<p>Functional Skills English/CEIAG</p> <p>Focus - Written interpersonal communication Written communication is a record of ideas and facts and can take various forms from creative, formal to factual for example writing letters, reports presentations, essays, poems, books, novels. Things to be aware of are the audience you are aiming for, language used, clarity, presentation, layout and overall construction. Any written communication provides a permanent record of a person's skill and ability to communicate effectively, for example covering letters, CVs, application forms which are sent to potential</p>	<p>Additional English E2/3 & L1 Exploring Shakespeare – Romeo and Juliet</p> <p>This unit enables learners to demonstrate knowledge of a play by Shakespeare. To be awarded credit at E2/3 learners will: LO1 Identify the main events that occur in a play by Shakespeare. Outline the main events in a play by Shakespeare. State how Shakespeare makes an audience feel in two events from the play. Make references to an event in a play by Shakespeare. LO2 Name the main characters in a Shakespearean play. State how Shakespeare presents characters in a play. Identify key differences between the</p>	<p>Functional Skills English/CEIAG</p> <p>Focus - Express feelings through writing Shakespeare contains strong feelings expressed in the most extraordinary language, bold and memorable characters and unforgettable images. Shakespeare's characters are always written in a way that makes it very clear to the audience what type of person they are and why they feel the way they do. People still use his quotes 'kidnap,' 'fit as a fiddle.' Further Shakespeare resources http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/Additional%20English/WJ</p>	<p>Additional English Exploring Events and Characters in Audio/Visual Texts E2/3</p> <p>This unit enables learners to demonstrate knowledge of events and characters they encounter in audio/visual texts. To be awarded credit at E2/3 learners will: LO1 Know what happens in events that occur in texts. Identify main events that occur in texts. Outline what happens in an event that occurs in texts. Make simple references to events in texts. LO2 Know characters that appear in texts. Name the main characters. Outline how characters in texts behave. State how characters from texts are presented to an audience.</p>	<p>Functional Skills English/CEIAG</p> <p>Focus - Explore how events transpire Functional skills reviews the events that make up a plot in a fictional text, the essential techniques used in literature, the order in which events occur and the sequence in which the author arranges the events. Texts / Resources Film trailer review www.skillsworkshop.org/resources/film-trailers-note-taking-writing-email Writing a film review www.skillsworkshop.org/resources/writing-film-review Fact or opinion Alan's story www.bbc.co.uk/skillswise/video/en06opin-v-alans-story-big-cash-prizes</p>



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		<p>LO3 Understand different points of view. Respond to questions on different points of view. Explain with relevant detail different points of view.</p> <p>Texts / Resources</p> <p>Resources</p> <p>http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?r lid=463</p> <p>WJEC Teaching resource pack</p> <p>www.wjec.co.uk/uploads/publications/17426.pdf?language_id=1</p> <p>*Assessment Criteria</p> <p>www.wjec.co.uk/uploads/publications/16344.pdf</p> <p>My Day</p> <p>www.skillsworkshop.org/resources/my-day-cut-and-paste</p> <p>*Christmas concert writing task</p> <p>www.skillsworkshop.org/resources/christmas-concert-entry-level-functional-english-writing-tasks</p> <p>Saturday Job</p> <p>www.skillsworkshop.org/resources/saturday-job-e3-functional-english-writing-task</p> <p>*Giving your opinion</p> <p>www.bbc.co.uk/skillswise/factsheet/en36comm-e3-f-give-your-opinion</p> <p>www.bbc.co.uk/skillswise/factsheet/en12plan-e2-f-planning-with-spidergrams</p>	<p>employers.</p> <p>Texts / Resources</p> <p>Produce a non-fiction text</p> <p>www.skillsworkshop.org/resources/produce-non-fiction-text</p> <p>*Planning writing</p> <p>www.bbc.co.uk/skillswise/worksheet/en12plan-e3-w-planning-writing-with-sticky-notes</p> <p>*Writing a recount</p> <p>www.skillsworkshop.org/resources/writing-recount</p> <p>*Work Experience Report/diary</p> <p>www.breakingnewsenglish.com/mini_lessons.html</p> <p>Tesco to ban sweets from checkouts</p> <p>www.breakingnewsenglish.com/1405/140523-checkouts-m.pdf</p> <p>*UK to ban smoking in cars</p> <p>www.breakingnewsenglish.com/1402/140214-smoking-ban-m.pdf</p> <p>*Internet damaging UKs stores</p> <p>www.breakingnewsenglish.com/1309/130903-retail-chains-m.pdf</p> <p>*99p Shop</p> <p>www.skillsworkshop.org/resources/99p-shop-e1-e2-functional-english</p> <p>*Reading Questions</p> <p>www.skillsworkshop.org/resources/e2-functional-english-practice-reading-questions</p> <p>*Listening tasks</p> <p>www.skillsworkshop.org/resources/entry-functional-english-listening-tasks-x-4</p> <p>*Writing about a holiday</p> <p>www.bbc.co.uk/skillswise/worksheet/en14para-e3-w-writing-about-a-holiday</p>	<p>main characters. Describe how characters in the play behave.</p> <p>At Level 1 this unit aims to enable learners to demonstrate knowledge of a play by Shakespeare. To be awarded credit at L1 learners will:</p> <p>LO1 Describe the main events that occur in a play by Shakespeare. Explain how Shakespeare makes an audience feel in chosen events from a play.</p> <p>LO2 Use textual reference to support views about the function of characters in a play by Shakespeare.</p> <p>Describe different characteristics presented by characters in a play using textual reference the behaviour of characters in a play.</p> <p>Texts / Resources</p> <p>WJEC Teaching resource pack</p> <p>http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/Additional%20English/6350_ExploringShakespeare.pdf</p>	<p>EC%20Additional%20English%206350%20-%20Exploring%20Shakespeare_int.pdf</p> <p>Texts / Resources</p> <p>Love assignment</p> <p>www.skillsworkshop.org/resources/love-assignment</p> <p>Be my valentine</p> <p>www.skillsworkshop.org/resources/be-my-valentine</p> <p>E3 Communication skills game</p> <p>www.bbc.co.uk/skillswise/quiz/en36comm-e3-quiz</p> <p>Delivery driver game</p> <p>www.bbc.co.uk/skillswise/game/en35spec-game-delivery-driver</p> <p>Instructions game</p> <p>www.bbc.co.uk/skillswise/quiz/en33inst-e3-quiz</p> <p>Lesson starters</p> <p>www.skillsworkshop.org/resources/alphabet-game-quiz-sheets</p> <p>*Going to a music festival</p> <p>www.skillsworkshop.org/resources/going-music-festival-e3-practice-literacy-assignment</p>	<p>Make simple references to characters in texts.</p> <p>Texts / Resources</p> <p>The History Boys by Alan Bennett</p> <p>About a Boy by Nick Hornby</p> <p>A Taste of Honey by Shelagh Delaney</p> <p>Heroes by Robert Cormier</p> <p>WJEC Teaching resource pack</p> <p>www.wjec.co.uk/uploads/publications/17760.pdf?language_id=1</p> <p>Assessment Criteria</p> <p>www.wjec.co.uk/uploads/publications/16348.pdf</p> <p>www.universalteacher.org.uk/default.htm</p>	<p>Alphabetical order names</p> <p>www.bbc.co.uk/skillswise/worksheet/en02reco-e3-w-alphabetical-order-names</p> <p>Instructions Game</p> <p>www.bbc.co.uk/skillswise/game/en33inst-game-destination-impossible</p> <p>Descriptive texts</p> <p>www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-descriptive-texts</p> <p>Health and Safety in the workplace</p> <p>www.bbc.co.uk/skillswise/worksheet/en33inst-e3-w-health-and-safety-in-the-workplace</p> <p>Careers A to Z Jobs</p> <p>www.skillsworkshop.org/resources/z-jobs</p> <p>www.skillsworkshop.org/resources/supermarket-floor-plan</p> <p>Homophone pairs</p> <p>www.skillsworkshop.org/resources/homophone-pairs-quizzes-wordle</p>
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<p>KS3</p>	<p>1</p>	<p>Exploring Story settings, using the senses to create a scene. (1-2 weeks)</p> <p>Crime/ mystery genre reading and writing: explore features before writing. Possible text Anthony Horowitz (any including Alex rider). Barbara Mitchell Hill: Damien Druth series. 'Hounds of the Baskervilles', Sir Arthur Conan Doyle. (to include a big write/ independent write for assessment). (3-4 weeks)</p> <p>Autumn themed poetry (1 week, possible shape poems or calligrams). (1-2 weeks)</p> <p>Ensure a whole text read each term.</p>	<p>Writing to inform: Information reading/ writing (to include a Big write/ independent write for assessment). 2-3 weeks</p> <p>Explore a play script. Drama focus here, look at characterisation and plot. Teach how to write speech. For those who cannot write try to role play or orally tell key elements of the play. (3-4 weeks)</p>	<p>Alternative traditional tales, focus on the twist. Pupils to write their own new tale. (Possible as an E book using Ipad technology?) (3-4 weeks)</p> <p>Possible text: look at 'The true story of the 3 little pigs!' Jon Scieszka. Anthony Brown's Hansel and Gretel, the big bad werewolf or Roald Dahl's revolting rhymes.</p> <p>Journalistic writing, fact and opinion and viewpoints. (3 weeks to include a Big write/ independent write for assessment)</p> <p>Ensure a whole text read each term.</p>	<p>Diary writing. Both fiction and non-fiction explored (to include a Big write/ independent assessment.) (3-4 weeks)</p> <p>Instructional writing following instructions before writing their own instructions. (To include a big write). (2 weeks).</p>	<p>Stories set in familiar places.</p> <p>Author investigation: explore books by the same author. (3 weeks)</p> <p>Explore authors such as Anthony Browne, Quentin Blake. Pupils could rewrite one of his picture books, lovely stories for teaching imagery.</p> <p>Nonsense poetry and comic poems. Look at Spike Milligan, Allan Alghberg (1-2 weeks)</p> <p>List writing for a purpose (1 week to include a Big write/ independent write for assessment)</p> <p>Ensure a whole text read each term.</p>	<p>Letter writing, formal and informal to include text speak and email. Could pupils create a blog? (2- 3 weeks) (To include a Big write/ independent write for assessment.)</p> <p>Historical fiction (3-4 weeks) link to school topic or history theme. Good authors possibly: Terry Deary and Michael Morpurgo.</p>
<p>KS3</p>	<p>2</p>	<p>Biographies/ autobiographies: explore both reading and writing biographical text. Can link to topic work. (2-3 weeks)</p> <p>All about me topic: autobiographies will work well here.</p> <p>1 weeks poetry to link to National poetry day.</p> <p>Narrative writing: setting description focus. Study how to create a story scene using senses (3-4 weeks to include a Big write).</p> <p>An opportunity to compare</p>	<p>Comic strips/ writing and reading. Focus on sequencing a story in comic book format. (2-3 weeks). There are many free ipads apps to help create comic style text. Pupils could look at a storybook and sequence in comic book form or explore comic book style texts like Dairy of a wimpy kid, Beanu, Garfield, peanuts etc.</p> <p>Pupils who are less able to explore apps like Puppet pals which is a cartoon story telling App.</p> <p>Persuasive text, informative</p>	<p>Myths and legends exploration. (2-3 weeks). Resources Traditional Greek and Roman gods, Pegasus, Theseus and the minotaur, Perseus Medusa</p> <p>Resource: Myths.e2bn.org</p> <p>Poetry: Haiku linked to the seasons and nature (1 week) Challenge: can pupils learn and perform?</p> <p>Report/ recount writing to link to topic/ class trip or activity (2 weeks, to include a Big write/ independent write for assessment)</p>	<p>Argumentative reading/ writing, viewpoints. Debating. (Drama link,). (2 weeks)</p> <p>Adventure stories, read and explore features. Pupils to write their own end to a story (4 weeks, start provided). (complete a big write/ independent write for assessment).</p>	<p>Information writing: how to research a topic, collecting and presenting information. Possible task to write a school news report, ICT link. (3 weeks)</p> <p>Letter writing informal, formal email and text. Writing to complain. (2-3 weeks to include a Big write/ independent write for assessment).</p> <p>Poetry explore acrostic poetry on theme that interest the pupils (1 week)</p> <p>Ensure a whole text is read each term.</p>	<p>Scary stories, reading and writing. Looking at suspense. (3-4 weeks) (to include a Big write).</p> <p>Possible texts Robert Swindells: room 13, A Monster calls: Patrick Ness. Grimms fairy tales. David Walliams: the Demon Dentist.</p> <p>Writing- instructions. Teach imperatives and Time connectives etc. (2 weeks)</p>



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	<p>genres and different story techniques.</p> <p><i>This could link to the all about topic by pupils writing about a setting that means something to them or one they know.</i></p> <p>Ensure a whole text is read each term.</p>	<p>fact sheets v adverts. Pupils to create their own advert, could be written and or performed orally. (3 weeks to include a Big write/ independent write for assessment)</p>	<p>Ensure a whole text is read each term.</p>			
3	<p>Narrative writing explore story openings.</p> <p>Explanation text reading and writing. Manuals How to do step by step etc. (2 weeks).</p> <p>Dairy writing. Both fiction and non-fiction explored (to include a Big write/ independent write.) (approx. 3 weeks)</p> <p>Ensure a whole text is read each term.</p>	<p>Newspaper reports, features, fact and fiction and viewpoints. (3 weeks to include a Big write/ independent write for assessment).</p> <p>Narrative writing creating a place description using the senses. (2 weeks)</p> <p>Christmas and or winter themed poetry (1-2 weeks). Can pupils remember and perform?</p>	<p>Creative writing (3-4 weeks) creating a story setting focusing on imaginary worlds. Possible ideas include using Literacy Shed and images from popular films to inspire such as Harry Potter, Wizard of OZ, Lord of the rings. To include a big write/ independent write. Possible texts to study Peter Pan: JM Barrie Harry Potter Artemis Fowl series Narnia Flat Stanley</p> <p>Poetry that conveys a message, focus on imagery. (1-2 weeks)</p> <p>Ensure a whole text is read each term.</p>	<p>Explore a play script. Drama focus here, look at characterisation and plot. (3 weeks)</p> <p>Writing a character description with a focus on villains. 1-2 weeks)</p> <p>Instructional writing following instructions before writing their own instructions. (To include a big write/ independent write for assessment). (2 weeks).</p>	<p>Poetry reading and writing poems linked to the theme of school.</p> <p>Letter writing informal, formal email and text. Writing to complain. (to include a Big write/ independent write for assessment)</p> <p>Ensure a whole text is read each term.</p>	<p>Historical fiction, reading and writing focus. (3- 4 weeks to explore a big write/ independent write for assessment).</p> <p>Ideas Goodnight Mr Tom. Oliver Twist War Horse Sapphire Battersea: Jacqueline Wilson The knight and the dragon Grandfather's journey. War game: Michael Foreman.</p> <p>Writing to inform: Information reading/ writing (to include a Big write). 2-3 weeks</p>



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Upper KS2	1rs	<p>Explore Traditional tales. Fairy tale reading and re writing (to include twists if pupils able (to include a Big write/ independent writ). (3-4 weeks)</p> <p>Twisted fairy tales</p> <p>Roald Dahl: revolting rhymes</p> <p>Anthony Brown: into the forest</p> <p>Prince Cinders: Babette Cole</p> <p>Mini Gray: The pea and the princess.</p> <p>The three little pigs: David Weisner.</p> <p>Information text: reading nonfiction and writing posters and leaflets. Using both ICT and pens and paper. (2-3 weeks)</p> <p>Ensure a whole text is read each term.</p>	<p>Autumn poetry (1 week shape poems Calligrams)</p> <p>Letters writing, informal postcards, text, email and writing to a pen pal. (2 weeks)</p> <p>Writing character description using SAD criteria (what is say, appearance and do). (2 weeks to include a Big write/ independent write.)</p>	<p>Stories in imaginative worlds.</p> <p>Possible text: Harry potter, Narnia books, Charlie and the Chocolate factory.</p> <p>Where the Wild things are: Maurice Sendak. How to train my dragon: Cressida Cowel (4 weeks to include a Big write/ independent write for assessment)</p> <p>Poetry, repetition poetry song patterns in words. (2 week).</p> <p>Ensure a whole text is read each term.</p>	<p>Stories from other cultures Resources.</p> <p>Literacy Shed/ other cultures.</p> <p>Floella Benjamin's 'Coming to Britain'.</p> <p>Handa's surprise.</p> <p>Peacock garden: Anita Desai.</p> <p>Amazing Grace: Mary Hoffman (3-4 weeks). 101 nights.</p> <p>Writing (only if applicable) and reading and following instructions. E.g: How to make toast, brushing your teeth etc (2-3 weeks to include a big write/ independent write for assessment).</p>	<p>Advertising, how does adverts work, look at simple adverts for foods/ toys etc. Create adverts poster and ICT link (2 weeks).</p> <p>Recounts reading and sequencing events. Can pupils write a recount, talk the recount first. (2-3 weeks)</p> <p>Writing character descriptions. Use SAD criteria (Say, appearance and do). (To include a Big write/ independent write for assessment 2 weeks)</p> <p>Ensure a whole text is read each term.</p>	<p>Stories by the same writer. Possible authors: Allan Ahlberg, Michael Rosen, Julia Donaldson, Nick Sherit , Enid Byton (2-3 weeks)</p> <p>Nonsense poetry, explore the sound of nonsense poetry and the rhythm. Pupils could create a shared class poem by taking random words from an interesting or favourite text.</p>
	2	<p>Writing lists and labelling (2 weeks)</p> <p>Pupils to be encouraged to write simple lists with a clear purpose. E.g, shopping list, packing for a holiday etc. To also write labels for a variety of purposes can link to the topic. (To include a big write/ independent assessment.)</p> <p>Explore story openers (3-4 weeks),</p> <p>Work together (shared writing) to create a story opening for a genre relevant</p>	<p>English using modern technology (2 weeks), video and photography to aid writing and oral engagement, clicker 7 and Purple mash. Explore simple apps, Texts and email. Using Ipads and PCs to explore writing. Topic based work using technology.</p> <p>Story work (3-4 weeks): Exploration of characterisation, look at SAD (Say, Appearance and do). Pupils either verbally or</p>	<p>2-3 weeks instructional writing focus. Speaking reading and writing focus on instructional text. Focus on bossy verbs and time openers. Recipes, making cups of tea and sandwiches. Simple games.</p> <p>* Following instructions is taught before giving instructions.</p> <p>Play work pupils to work on a play exploring role play and drama to enhance English.</p>	<p>Stories from other cultures, possible ideas:</p> <p>Handa's Surprise</p> <p>Once Upon a Time</p> <p>The Boy who cried wolf</p> <p>Rama and the Demon King</p> <p>Down by the River.</p> <p>Poetry focus (2 weeks). Using the senses to explore the world. Focus on imagery. (independent work/ big write).</p>	<p>Letter writing formal style (2-3 weeks), ideas include: complaints, writing to a toy manufacturer with a new invention.</p> <p>Explore stories by a familiar author. Ideas include; Julia Donaldson, Nick Sherit, Michael Foreman, Micheal Rosen, Anthony Brown, Roald Dahl, Anne Fine.</p> <p>Ensure a whole text read each term.</p>	<p>Persuasive text, advertising focus. reading focus (2-3 weeks). Pupils to orally create a persuasive argument can link to the topic.</p> <p>Explores stories set in the real world, pupils to create their own stories using known settings. (3-4 weeks). Ideas</p> <p>Dairy of a Wimpy kid</p> <p>Paddington bear</p> <p>My naughty little sister.</p> <p>Horrid Henry</p>



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		to the class topic. Ensure a whole text read each term.	orally create character maps. Can they compare characters in a story link to role play?	(3-4 weeks). The play can link to the class topic. To include A big write/ independent assessment. Ensure a whole text read each term.			
Lower KS2	1	Daily story time session. Information all around us Encouraging pupils to recognise words all around us (nonfiction focus 2 weeks). Signs, classroom displays, pegs etc. Write and read basic labels and information all around. Stories with everyday settings (4 weeks) The Train Ride Amazing Grace Where's Spot? Suddenly The Shopping basket 5 minutes peace: Jill Murphy.	Daily story time session. Letter writing/ reading understanding purpose of a simple letter. Postcards Jolly postman Dear Fairy godmother Recount on relief events. Oral focus on retelling basic events. Sequence order of a school trip etc. Pupils to write their recount only if able. Ipad photos a great resource to record the recounts. Pic Collage and Shadow puppets, mini microphones possible resources.	Daily story time session. Character work and speech bubbles/ role play. Playing in role and dressing up. (2-3 weeks). Poetry in the form of songs and rhymes. Pupils to learn simple songs to sign and sing. Link to the current topic, can they perform?	Daily story time session. Following simple written instructions and oral retelling or these instructions. Exploring stories with imaginary characters (such as monsters) Not now Bernard Go away big green monster. Gruffalo. Gorilla: Anthony Brown	Daily story time session. Telling traditional tales and familiar stories. Fairy tales and favourite books celebrated. (4 weeks). Play work/ simple speech work pupils to realise that characters speak in role. Role play/ drama link. Encourage dressing up. This activity can be topic based.	Daily story time session. Simple character descriptions, can be done orally for non writers. Focus on SAD (Say, appearance and Do). Pupils to be able to give simple words to tell us about characters. Linked to topic: Read/ write/ sign simple lists and labels. Understanding the purpose of writing.
Lower KS2	2	Daily story time session. Non-fiction text: Information with a focus all about us. Linked to getting to know each other. Explore different stories by the same author, Julia Donaldson, Jill Murphy, Eric Carle, Petr Horacek	Daily story time session Poems based on observation and the senses. Focus on Rhyme, rhyme and imagery. Can pupils learn a very simple poem, either the signs or the words? Explore Fairy tales, becoming familiar with a story. Focus on one story to learn really well although several texts may be explored.	Daily story time session Explore Characters in a story linked to the class topic. Focus on SAD (Say, appearance and do). Pupils to recognise features of the character at a level that is appropriate for their ability. Role play dress up as appropriate. Recount on relief events. Oral focus on retelling basic events. Sequence order of a	Daily story time session Stories set in a fantasy world, focus on story settings. Use the senses to develop setting description. Ideas How to catch a star Aliens love underpants Whatever Next. Letter writing/ reading understanding purpose of a simple letter. The day the crayons quit	Daily story time session Multicultural text to explore I love my hair Too quiet too noisy Henry's freedom box. Linked to topic: Read/ write/ sign simple lists and labels. Understanding the purpose of writing.	Daily story time session Play work/ simple speech work pupils to realise that characters speak in role. Role play/ drama link. Encourage dressing up. This activity can be topic based. Poetry set in familiar settings, linked to song and rhymes. (can the pupils learn one?)



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				school trip etc. Pupils to write their recount only if able. Ipad photos a great resource to record the recounts. Pic Collage and Shadow puppets, mini microphones possible resources.	Dear bear Jolly postman Dear Fairy godmother		
KS1	1	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Fairy tales focus, explore traditional tales.</p> <p>Information writing/ reading can be topic based</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Exploration of poetry and rhyme can be in the form of songs, focus on poetry linked to real world settings.</p> <p>Stories set within the real world.</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Writing/ mark making and reading simple lists. Encourage writing and pre writing with clear purpose. Shopping lists, menu etc.</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Rhyming Poetry using the senses, link to songs.</p> <p>Play work/ simple speech work pupils to realise that characters speak in role. Role play/ drama link. Encourage dressing up. This activity can be topic based.</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Looking at heroes and villains (goodies and baddies in stories).</p> <p>Explore songs and familiar patterns within books encourage chanting and involvement within the text.</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Explore nonfiction text on a topic area.</p> <p>Stories set in an imaginary world.</p>
KS1	2	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Familiar stories We're Going on a Bear Hunt The Little Red hen Hot Hippo Down by the River</p> <p>Poetry to include songs and rhymes (2 weeks) Julia Donaldson books may link nicely.</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Explore story structures beginning, middle and end. Reinforce known patterns; Once upon a time, happily ever after.</p> <p>Explore nonfiction text on a topic area. Pupils to recognise this as based within the real world.</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Exploring letters, postcards Possible books Jolly postman Dear Fairy Godmother</p> <p>Oral storytelling and role play pupils to explore very simple plays and speech.</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Instructional writing pupils to be able to explore simple instructional text with support and picture prompts. Follow instructions and orally recount if able.</p> <p>Explore Traditional tales Red riding hood Jack and the beanstalk Cinderella</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Story settings, explore a variety of story setting and genres. Encourage role play and exploration. Possible texts Aliens love underpants Whatever next Owl babies Where the wild things are.</p> <p>Poetry using the senses, link to song and rhyme.</p>	<p>Daily story time session</p> <p>Write dance Encourage letter formation and exploration.</p> <p>Writing/ mark making and reading simple lists. Encourage writing and pre writing with clear purpose. Shopping lists, menu etc.</p> <p>Explore a key character pupils to begin to look at features of the key characters in a book. Looking at SAD criteria (Said, appearance and do).</p>



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EYFS	1	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Nursery Rhymes and simple stories exploration. Pupils to begin to recognise and engage with familiar stories/ rhimes</p> <p>Non fiction text (on the current topic) to explore the world around us.</p>	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Simple stories set in familiar settings. Five minutes peace.</p> <p>Books about colours, exploring the world around. Elmer the elephant Rainbow fish Brown bear</p>	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Stories about animals, nonfiction fact based books.</p> <p>Explore a traditional tale in any format, Little red riding hood 3 little pigs Jack and the beanstalk</p>	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Nonfiction books (3 weeks) focusing on exploration of the wider world and topic.</p> <p>Explore songs and familiar patterns within books encourage repeating and involvement within the text.</p>	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Stories using all the senses. Peace at last. Going on a bear hunt.</p> <p>Explore poetry via the medium of song/ chants. Pupils to experience rhythm and rhyme.</p>	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Very simple key character work for example look at the Gruffalo, or Spot the dog talk about what they look like colours etc.</p> <p>Poetry or song exploring pattern and rimes.</p>
EYFS	2	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Stories set in familiar settings. Exploration of the world around us.</p>	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Songs and nursery rimes</p> <p>Very simple key character work for example look at the Gruffalo, or Spot the dog talk about what they look like colours etc.</p>	<p>Daily story time session</p> <p>Sensory based curriculum.</p> <p>Traditional tales and familiar stories. Explore stories that become familiar to the children. Simple storylines, text and pictures link to topic.</p>	<p>Daily story time session</p> <p>Books about food. The tiger who came for tea The hungry caterpillar.</p> <p>Nonfiction information linked to the topic.</p>	<p>Daily story time session</p> <p>Nursery Rimes)and simple stories exploration</p> <p>Explore words and information all around us signs, symbols and pictures.</p>	<p>Daily story time session</p> <p>Explore poetry, rhythm and rhyme in songs and stories.</p> <p>Sensory stories exploring touch, textures.</p>