

Year R



English Long Term Planning linked to text drivers

2022-23

Fiction Focus

Non Fiction Focus

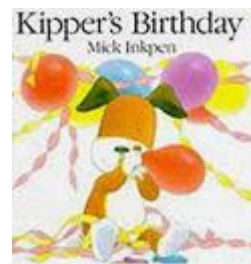
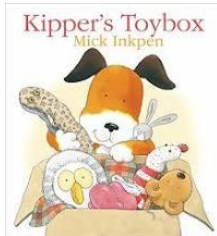
Poetry Focus

Year R

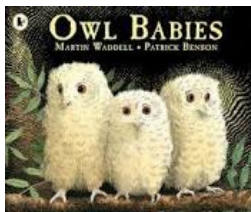


| | <p>Autumn 1 I wonder what makes me me?</p> | <p>Autumn 2 I wonder where people live?- Houses and Homes</p> <p>Rhyme focus for national Nursery Rhyme week</p> | <p>Spring 1 I wonder what life was like in the past- Castles and traditional tales</p> | <p>Spring 2 I wonder if it really happened- Dinosaurs</p> | <p>Summer 1 I wonder where we can go and how we can get there?- Transport/routes</p> | <p>Summer 2 I wonder what change looks like?</p> |
|-------------|--|---|---|---|---|--|
| Text driver | <p>Non fiction texts about myself/my body</p> <p>What makes me a me- Ben Faulks</p>  | <p>Non fiction texts related to Houses and Homes</p> <p>For Autumn focus- We're going on a leaf hunt -</p>  <p>Town Mouse and Country Mouse</p> | <p>Non fiction texts about castles - look also at how they have changed over time</p> <p>The Paperbag princess Robert Munsch</p>  | <p>Non fiction texts about dinosaurs</p> <p>Diggersaurs Explore - Michael Whaite</p>  | <p>Non fiction texts about transport</p> <p>The Train Ride- June Crebbin</p>  | <p>Tadpole's Promise- Jeanne Willis</p>  <p>Jaspars Beanstalk- Nick Butterworth and Mick Inkpen</p>  |

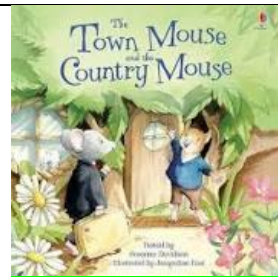
Kippers Toybox-Mick Inkpen and Kipper's birthday



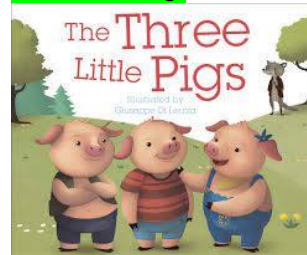
Owl Babies - Martin Waddell



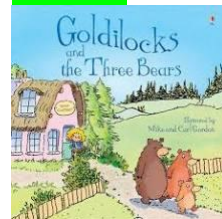
Monkey Puzzle- Julia Donaldson



The 3 Little Pigs



Goldilocks

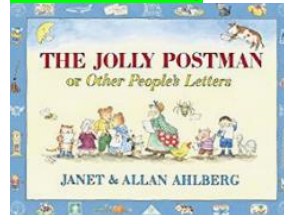


This is our house- Michael Rosen

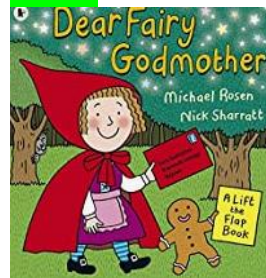
Jack and the Beanstalk



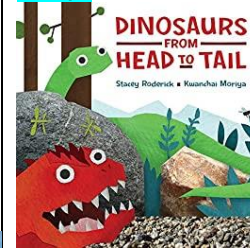
The Jolly Postman- Janet and Allan Ahlberg



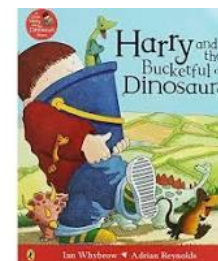
Dear Fairy Godmother- Michael Rosen and Nick Sharratt



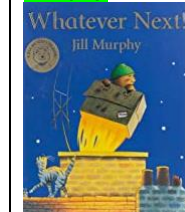
Dinosaurs from head to tail - Stacey Roderick / Kwanchai Moriya



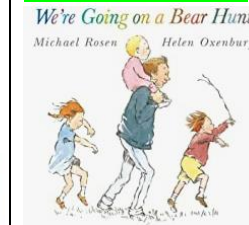
Harry and the bucketful of dinosaurs- Ian Whybrow



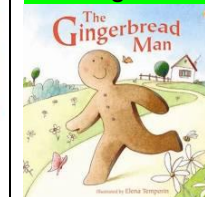
Whatever Next- Jill Murphy



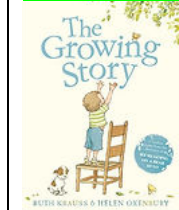
We're going on a Bear Hunt- Michael Rosen- use with Australian We're going on a croc hunt



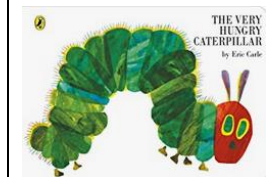
The Gingerbread Man



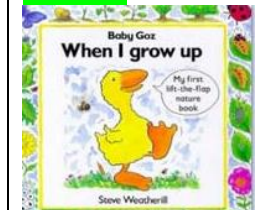
The Growing Story- Ruth Krauss and Helen Oxenbury

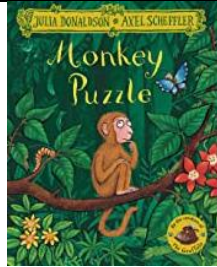


The Very Hungry Caterpillar- Eric Carle



Baby Goz- When I grow up - Steve Wetherill

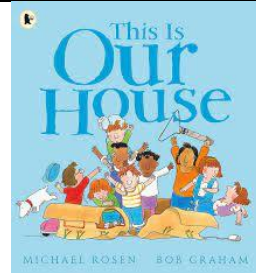
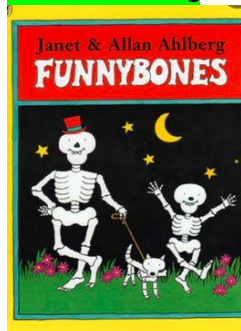




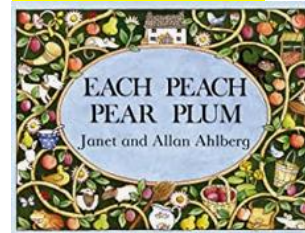
StickMan- Julia Donaldson



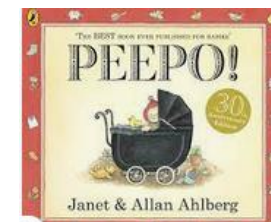
Funnybones- Janet and Allan Ahlberg



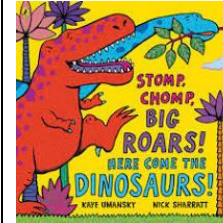
To tie in with Nursery Rhyme week -
Each Peach Pear Plum -
Janet and Allan Ahlberg



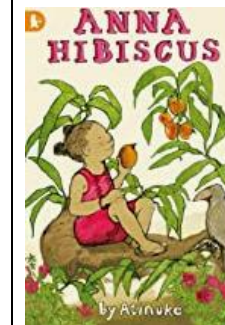
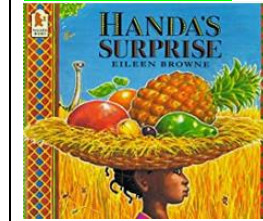
Peepo-Janet and Alan Ahlberg- use for history



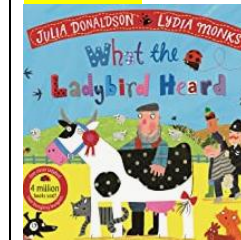
Stomp chomp big roars, here come the dinosaurs- Kay Umansky



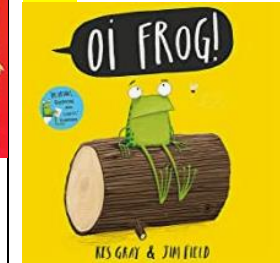
Handa's Surprise- use with Anna Hibiscus



What the Ladybird Heard -Julia Donaldson



For rhyme consolidation- Oi Frog/Oi Dog- Kes Gray



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| | <p>Dogger- Shirley Hughes- use for history</p>  | | | | <p>Mr Gumpy's Motor Car- John Burningham- use for history</p>  | |
| Writing outcomes and focus writing opportunities | <p>Labels and captions</p> <p>Writing from experience</p> <p>Retelling stories in sequence</p> <p>Story mapping</p> <p>Simple information writing about the animals who live in the rainforest, e.g. Snakes slither and hiss.</p> | <p>Writing from experience</p> <p>Simple estate agent ads for their own houses</p> <p>Invitations- to town mouse to come to the country</p> <p>Drama- acting out stories</p> <p>Retelling stories in sequence</p> <p>Story mapping</p> <p>Explore rhyming words</p> | <p>Labelling features of a castle</p> <p>Drama- acting out stories</p> <p>Story mapping</p> <p>Retelling stories in sequence</p> <p>Write their own letters to the fairy godmother: what is the problem they'd like her to solve?</p> <p>Creative writing...what is at the top of the beanstalk?</p> <p>Innovate their own version of the story Once Upon a time</p> | <p>Non- fiction writing- labelling dinosaurs</p> <p>Write about their favourite dinosaur</p> <p>Drama- acting out stories</p> <p>Retelling stories in sequence</p> <p>Creative writing - using phonic knowledge to create own mixed up dinosaurs</p> <p>Perform a poem from Stomp Stomp Big Roars</p> | <p>Drama- acting out stories</p> <p>Retelling stories in sequence</p> <p>Story mapping</p> <p>Innovation of stories</p> <p>Labelling the Gingerbread man's/Ladybirds route</p> <p>Lists of things to take to the moon</p> | <p>Diary of bean growing</p> <p>Retelling stories in sequence</p> <p>Story mapping</p> <p>Captions to show change in lifecycles</p> <p>Rhyming words</p> <p>Letter home from the frog on his sunlounger</p> |

Kestrels and Kites- Year 1/2 English Long Term Planning

2022-23

Fiction Focus

Non Fiction Focus

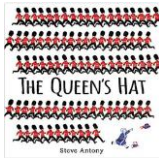

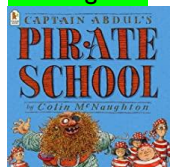
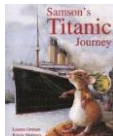
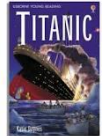
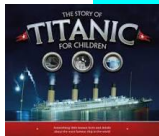


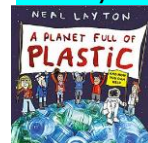
Poetry Focus

Year 1/2

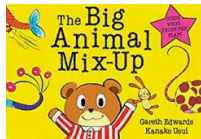
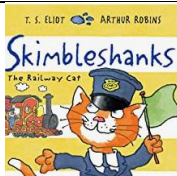

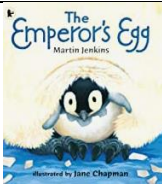

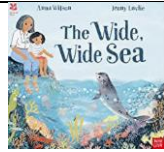
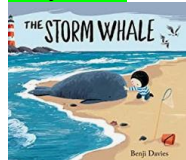


Year 1/2



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Queen's lives and times Lifecycle of animals | Secrets of maps | Titanic Building materials | Continents and clothes | Local historian, Alresford WWI Plant reproduction | Oceans of the world Eco heroes |
| Text - Learning journey 1 | The Queen's Hat by Steve Anthony Fiction  The Queens Handbag by Steve Anthony  | Pirate school by Colin McNaughton  | Samson's Titanic journey- Lauren Graham / Roisin Mathews- Historical Fiction   Titanic non-fiction books and video clips  | Meerkat Mail- Emily Gravett  | Binky's Big Adventure by Liz Nankivell and Moira Blackwell- Fiction/Non fiction  | A planet full of plastic- Neal Layton  |

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| Writing outcomes | <p>Information Text- Use the attractions that the Queen passes to inspire a guide to key UK visitor attractions.</p> <p>Narrative- Children innovate their own story using the structure of The Queen's Hat. For example, 'The Headteacher's Scarf' where a scarf floats above different areas of the school, or 'The Clown's Balloon' floating over different areas of the circus. Children create instructions to make their own hat.</p> | <p>Instructions – How to be a pirate</p> <p>Narrative – Create a story map for the book and innovate a new problem - getting captured by the pirates and walking the plank, getting washed into a cave, finding a sea monster etc</p> <p>Pirate character descriptions/wanted poster</p> | <p>Information- Write a 'Guide to the Titanic for Mice'! Where can the best leftovers be found? Where do the most exciting parties happen? Where can you get a good night's sleep?</p> <p>Explanation Text using a template of the Titanic.</p> <p>Narrative- Write the story of another animal on board the Titanic, perhaps a pet cat for example.</p> | <p>Recount- Write a blog after one of the days of travel</p> <p>Create an email from one of Sunny's relatives paying him a visit. How would it be different to Sunny's visit to them?</p> <p>Persuasive text to convince Sunny to move to one particular location based on the evidence in the text.</p> <p>Non-chronological report- Research other creatures with a wide geographical spread and create their own narrative as an animal relative travels the world.</p> | <p>Playscript: TV Report about Binky Bear's Travels</p> <p>Take photos around the school and create their own adventure in a similar style to Binky</p> | <p>Persuasive Text- Use green screen to persuade people not to use single use plastic</p> <p>Persuasive Text- Write to supermarket to persuade them not to use plastic bags</p> |
| Linked end of day reads | <p>Other texts from "The Queen's..." by Steve Antony</p> | <p>Pirate Mums By Jodie Lancet-Grant</p> <p>Captain Jack and the Pirates</p> <p>The Pirates next door</p> | | | | |
| Learning journey 2 | <p>The Big Animal Mix up - Gareth Edwards and Kanako Usui</p> <p>Fiction</p> | <p>Skimbleshanks- T.S. Eliot (illustrated by Arthur Robins)</p> | <p>The Three Little Pigs- by Susanna Davidson (planning on HIAS)</p> | <p>The Emperor's egg by Martin Jenkins</p> <p>Fiction/Non Fiction</p> | <p>Bloom by Anne Booth</p> | <p>The wide wide sea- Anna Wilson</p> |

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| |  |  | <p>moodle)- Traditional tale Use with The three little wolves and the big bad pig- Eugene Travizas</p>  |  |  |  <p>The Storm Whale - Benji Davies</p>  |
| Writing outcomes | <p>Poetry- Write their own animal riddles (from my clues, guess who I am) and animal fact files.</p> <p>Kennings poems to describe an animal</p> <p>Narrative- Design their own 'mixed-up' animal and add another insert to the book, using the same layout and structure.</p> | <p>Poetry- Perform the poem! Explore steam trains, their sounds and movements. Create your own train poem.</p> <p>Explore other character poems such as T.S. Eliot's Macavity and create your own.</p> | <p>Narrative- Wanted poster for the wolf/pig</p> <p>Use with other books such as Mr Wolf's pancakes- how is the wolf portrayed in stories? Character descriptions based on traditional tales</p> <p>Interviews with children in character as the pigs/wolf</p> | <p>Non- fiction fact file/ information leaflet about penguins</p> | <p>Instructions how to care for a plant</p> | <p>Use green screen to create a news report about the whale being found and his return to the sea.</p> <p>Poetry- Alliteration Poems based on animals in the Sea</p> |

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| Linked end of day reads | <p>Blue Penguin by Petr Horacek</p> <p>Don't let them disappear by Chelsea Clinton</p> <p>*What the Jackdaw Saw by Julia Donaldson</p> | | <p>Traditional fairy tales and different versions of the same tales to make links</p> | <p>Seal Surfer- Michael Foreman</p> | <p>*The gifts that grow by Monik A Singh</p> <p>The night gardener by the Fan Brothers</p> | <p>Dougal's deep sea diary by Simon Bartram</p> <p>Grandma Bird- Benji Davis</p> |
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Robins- Year 3/4 English Long Term Planning linked to text drivers

Year 3/4







2022-23


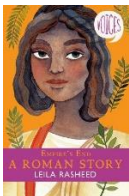

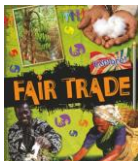
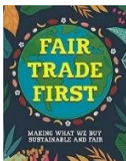
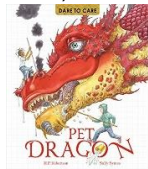
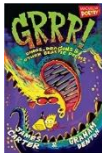
Fiction Focus

Non Fiction Focus

Poetry Focus



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--|--|--|---|--|---|
| Topics | European Study | Romans Magnets | Alfred the Great Sustainability | Fairtrade Energy and Plants | Vikings Ivory Coast | Solids Liquids and Gases |
| Text driver- Learning journey 1 | Text: Alice in Wonderland (Heritage)  | Text: Ancient Rome  | Text: Earth Heroes  | Text: Pinocchio (Traditional Tale/film)  | Text: Tell Me a Dragon  | Text: Arthur and the Golden Rope  |
| Writing outcomes | <p>Narrative- Character description of Alice</p> <p>Narrative- Setting description of Wonderland</p> <p>Narrative- Portal story- Narrative (focus on build up, dilemma)</p> | <p>Non chronological report about an aspect of Roman life</p> | <p>Newspaper report- use one of the stories as inspiration</p> | <p>Wanted Poster for Pinocchio</p> <p>Non-fiction- A biased argument for an appeal against a judge's sentence</p> <p>Narrative- Playscript using their own made puppets for inspiration</p> | <p>Narrative- Describe your own dragon.</p> <p>Poetry- Dragon poetry using simile and metaphor inspired by the text.</p> | <p>Narrative- Children could create their own narrative involving a key artefact, such as The Hand of Time, which serves as a plot device. The narrative could centre around an encounter with another Norse god or mythical creature.</p> |

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| Text driver- Learning journey 2 | Text: Wonderland in Poetry (Poetry)  | Text: Empire's End- A Roman's Story  | Text: The Promise  | Text: Fairtrade Texts   | Text: Pet dragon (picture book)  | Text: Grrr! Dinos, Dragons & Other Beastie Poems The Dragon who ate our school  |
| Writing outcomes | Poetry- Nonsense poetry | Narrative- Diary extract from point of view of main character | Narrative- A letter from the planter to the woman she robbed, explaining her subsequent change of heart and actions. Narrative- Persuasive letter to encourage the planter to visit a city and improve the environment. Poetry- Write a 'contrast poem' describing the city before and after the planting. | Range of outcomes: to include letters, information texts, tv advertisement to fit with the Fairtrade focus | Explanation Text- Explain another feature of dragon keeping, for example taking your dragon on a play date, what to do when you are at school/on holiday etc. | Poetry- <i>What am I? Kennings</i> <i>Spell to keep a dragon away</i> <i>Acrostic</i> <i>Ode to a dragon</i> <i>Performance poetry</i> |
| End of Day Story/ Link Texts | Leon and the place between Alice Through the Looking Glass (SLS) Journey (SLS) Return (SLS) Door (SLS) Anthony Browne's The Tunnel | So, You Think You've Got It Bad? The thieves of Ostia Escape from Pompeii Romans on the Rampage The Romans: Gods, Emperors and Dormice Queen of Darkness | | Simpler Version of Pinocchio (SLS) Making puppets- Claire Llewellyn (SLS) | How to train a dragon (Y4) 9yrs + The Sage of Erik the Viking There's a Viking in My Bed Viking Boy The Vikings, Raiders, Traders and Settlers Riddle of the Runes A Viking Adventure (The Histronauts) Viking Longship Viking Voyagers | |

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| | <p>Silly Verse for Kids- Spike Milligan (SLS)</p> <p>The Book of Complete Nonsense (SLS)</p> <p>Nonstop Nonsense (SLS)</p> <p>Trevor Millum's humorous Jabbermockery (The Works, p. 320) provides a model.</p> <p>Twinkle, Twinkle, Little Bat provides a great structure for humorous innovation Mustard,</p> | <p>A Roman Adventure (The Histronauts)</p> <p>Meet the Ancient Romans</p> | | <p>Making Puppets- Sally Henry, Trevor Cook (SLS)</p> <p>How do they work? Puppets</p> <p>Design and Make Puppets</p> <p>The Tortoise and the Hare (SLS)</p> | |
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Year 5/6






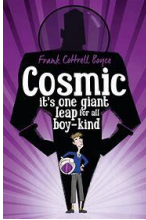
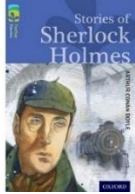



Kingfishers English Long Term Planning linked to text drivers


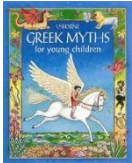


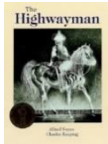

2022-23

Year 5/6



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|--|---|
| | Ancient Greece | Ancient Greece and Remembrance | Space | Space | Crime and Punishment | Crime and Punishment |
| Text driver Learning Journey 1 | <p>Macbeth Shakespeare (Playscripts)</p>  | <p>Where the Poppies Now Grow by Hilary Robinson and Martin Impey (Poetry)</p>  | <p>Pandora Discovered (Film)</p>  <p>Destination: Space Planetarium (Non-fiction)</p>   | <p>Cosmic by Frank Cottrell Boyce (Sci-fi)</p>  | <p>Text: Sherlock Holmes (Short stories)</p>  <p>Missing chapter of the Blue Carbuncle</p> | <p>Text: Outlaw (Novel- traditional story)</p>  |

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| Writing outcomes | <p>Macbeth</p> <p>Narrative retelling of a key scene.</p> <p>News reports at key moments in the play,</p> <p>Character description of Lady Macbeth,</p> <p>Write a letter or diary in character.</p> <p>Write 'A Guide for Kings and Queens' for a young prince or princess - what lessons can be learned from the play? What made a good monarch in Shakespeare's time?</p> <p>Create spell poetry inspired by the witches.</p> | <p>Outcome:</p> <p>Remembrance poetry</p> <p>Purpose: Inform</p> <p>Audience: Members of the public and Year 5/6 during remembrance event</p> <p>Form: Poem</p> <p>Viewpoint: children's choice.</p> | <p>Outcome:</p> <p>Narration voiceover about their own planet in this style and Non-chronological report</p> <p>Purpose: Inform and Entertain</p> <p>Audience: Film viewers</p> <p>Form: Film Narration</p> <p>Viewpoint: Scientist/Director</p> | <p>Outcome:</p> <p>Information text, advert and Persuasive letter</p> <p>Purpose: Persuade and inform</p> <p>Audience: Yr5/6</p> <p>Form: Advert, Information text and letter</p> <p>Viewpoint: children's choice</p> | <p>Outcomes: Eye-witness account of a crime scene and persuasive Advert</p> <p>Purpose: Entertain and persuade</p> <p>Audience: Y5/6</p> <p>Form: witness account and advert</p> <p>Viewpoint: Biased</p> | <p>Outcome: New chapter for Outlaw</p> <p>Purpose: Entertain</p> <p>Audience: Y5/6</p> <p>Form: Narrative</p> <p>Viewpoint: Biased</p> |
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| Text driver Learning Journey 2 | Who Let the God's out? by Maz Evans (Historical Fiction)  | Myth and Legend- Greek Myths : Pandora's box, Theseus and the Minotaur Text: Greek Myths (Myths and legends)  | Text: The Extraordinary Life of Katherine Johnson (Hidden figures)  | Text: Range of Space Poetry books (Poetry)  | Text: The Highwayman (poetry)  | Text: The island by Allen and Unwin The arrival by Shaun Tan (Fiction- picture book)  |
| Writing outcomes | Outcome: Setting Description and 3rd Person Narrative Purpose Entertain Audience: Yr5/6 Form: Historical Narrative Viewpoint: children's choice. | Outcomes: A Speech as King Minos advertising for new Greek Hero A Letter of Application Retell a scene from a different character's perspective A Battle Scene | Outcome: Biographical/ Autobiographical extracts about another 'hidden figure' Purpose: Inform Audience: Those interested in the 'hidden figure'. Form: Biography | Outcome: To read, write and perform poetry Purpose: Entertain Audience: Year 5/6 Form: Poetry Viewpoint: Y/6 pupil | Outcome: Poem Purpose: Inform/ Entertain Audience: Y5/6 Form: Poetry/ non-chronological report/ narrative/ discussion text Viewpoint: biased | Outcome: To write a balanced/biased argument. Purpose: Discuss Audience: Y5/6 Form: Discussion Text Viewpoint: Biased/Balanced |

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| | | Purpose Entertain Audience: Yr5/6 Form: Myths Viewpoint: children's choice. | Viewpoint: 1 st or 3 rd person | | | |
| Linked end of day reads | | | Other books from the extraordinary lives...series | | | High Rise Mystery - Sharna Jackson (from diverse list) link with refugee week The Boy at the Back of the Class |

