



## Long Term Plan (and progression in genres) – Years A and B

	Autumn	Spring	Summer	Poets/Poetry anthologies to listen to (1 per term)
N/R	<b>Retell traditional tales</b> <b>Recite nursery rhymes</b>	<b>Retell traditional tales</b> <b>Recite nursery rhymes</b>	<b>Retell familiar stories e.g. The Gruffalo</b> <b>Captions, labels and lists</b> <b>Recite action rhymes</b>	Julia Donaldson – books Zim Zam Zoom – James Carter Ready for Spaghetti - Michael Rosen Big Green Crocodile – Jane Newbery Caterpillar Cake – Matt Goodfellow
	<i>The Three Little Pigs</i> <i>Goldilocks and the three bears</i> <i>The Three Billy Goats Gruff</i> <i>(Children’s interests)</i>	<i>Cinderella</i> <i>Hansel and Gretel</i> <i>(Children’s interests)</i>	<i>The Snail and the Whale</i> <i>Tiddler</i> <i>The Gruffalo</i> <i>(Children’s interests)</i>	
	Ongoing assessment against ELG and phonics end points.	Ongoing assessment against ELG and phonics end points.	Ongoing assessment against ELG and phonics end points.	
1/2 Year A	<b>Traditional tales</b> Opportunities for: <b>Captions, labels and lists</b> <b>Narrative – settings, characters, alter a simple plot</b> <b>Recite nursery rhymes and action rhymes</b>	<b>Author Focus (Simon Bartram)</b> Opportunities for: <b>Narrative – settings, characters, create a problem/alter a simple plot</b> <b>Information texts ~ space</b> <b>Recite nursery rhymes and action rhymes</b>	<b>Stories from other cultures</b> Opportunities for: <b>Narrative – settings, characters, create a simple problem/ resolution</b> <b>Letter/diary writing - recount</b> <b>Collect and create rhyming pairs (Y1)</b> <b>Write mixed up rhymes (Y2)</b>	A Funny Poem for every day of the Year  Plus: Shirley Hughes – Out and about
<i>Little Red Riding Hood</i> <i>Little Red</i> <i>Wolves (Emily Gravett)</i> <i>(Rapunzel ~ different cultures)</i>	<i>Bob the Man on the Moon</i> <i>Look Up!</i> <i>Dragon Post</i>	<i>Last Stop on Market Street</i> <i>Anansi the Spider</i>		
Regular Knowledge checks Autumn (i) end point assessment – narrative setting Autumn (ii) end point assessment – narrative character description	Regular Knowledge checks Spring (ii) end point assessment – simple narrative based on a known story	Regular Knowledge checks Summer (i) end point assessment – 3 part narrative based on a known story Spring (ii) end point assessment – poster or leaflet for...(link to known topic)		

1/2 Year B	<p><b>Traditional tales</b></p> <p>Opportunities for:</p> <p>Captions, labels and lists</p> <p>Narrative – settings, characters, alter a simple plot</p> <p>Recite nursery rhymes and action rhymes</p>	<p><b>Narrative (Oliver Jeffers)</b></p> <p>Opportunities for:</p> <p>Narrative – settings, characters, create a problem/alter a simple plot</p> <p>Instructional texts</p> <p>Recite nursery rhymes and action rhymes</p> <p>Recite nursery rhymes and action rhymes</p>	<p><b>Narrative – characters, settings and problems</b></p> <p>Opportunities for:</p> <p>Narrative – settings, characters, create a problem/alter a simple plot</p> <p>Information texts ~ under the sea</p> <p>Write rhyming words (Y1)</p> <p>Write mixed up rhymes (Y2)</p>	<p>A Funny Poem for every day of the Year</p> <p>Plus:</p> <p>A child's garden of verses - Robert Louis Stevenson</p> <p>Smile Out Loud – Joseph Coelho</p>
	<i>The Three Little Pigs</i>	<i>How to Catch a Star</i> <i>Here We Are</i> <i>How to Wash a Woolly Mammoth</i>	<i>Billy and the Pirates</i> <i>The Big book of the Blue</i>	
	Regular Knowledge checks Autumn (i) end point assessment – narrative setting Autumn (ii) end point assessment – narrative character description	Regular Knowledge checks Spring (i) end point assessment – simple narrative based on a known story Spring (ii) end point assessment – Instructions for... (linked to topic or Easter)	Regular Knowledge checks Summer (i) end point assessment – 3 part narrative based on a known story Spring (ii) end point assessment – report (linked to a familiar topic)	
3/4 Year A	<p>Narrative ~ alternative traditional tales</p> <p>Instructional writing</p>	<p>Stories with a dilemma (familiar settings)</p> <p>Instructional writing</p> <p>List poems and nonsense poems (Edward Lear)</p>	<p>Narrative – narrative non fiction</p> <p>Letters, diaries, One-sided persuasive argument</p> <p>Performance – Joseph Coelho poet study</p>	<p>I am the Seed that Grew the Tree – A Poem a Day anthology</p> <p>Plus: Wolf Cub Rules – Joseph Coelho</p>
	<i>Cinderella of the Nile</i> <i>The Pied Piper of Hamelin Michael Morpurgo</i> <i>(Theme: traditional tales with a twist)</i>	<i>The Story of Tutankhamun Weslandia</i> <i>(Theme: Unearthing Civilisations)</i>	<i>Granny Came Here on the Empire Windrush</i> <i>The Story of Harvey Milk and the Rainbow Flag</i> <i>(Theme A Window to the World)</i>	
	Regular Knowledge checks Autumn (i) end point assessment – 3 part narrative based on a known text Autumn (ii) end point assessment – set of instructions for... (link to Christmas)	Regular Knowledge checks Spring (i) end point assessment – simple narrative – children are given the opening and must add the dilemma and ending Spring (ii) end point assessment – diary entry (relevant and known topic)	Regular Knowledge checks Summer (i) end point assessment – narrative with a hero and monster Spring (ii) end point assessment – write a radio advert for a new chocolate bar	
3/4 Year B	<p>Opportunities for:</p> <p>Narrative – Grammar focus through traditional tales</p> <p>Information Texts</p>	<p>Opportunities for:</p> <p>Narrative – grammar focus through imagined worlds – setting and characterisation</p> <p>Recount</p>	<p>Opportunities for:</p> <p>Narrative - Myths and legends</p> <p>Persuasive writing – advertising</p> <p>Rhyming couplets</p>	<p>I am the Seed that Grew the Tree – A Poem a Day anthology</p>

		<b>Simile poems</b>		
	<i>The 3 little Wolves and the Big Bad Pig Nen and the Lonely Fisherman (Theme: traditional tales with a twist)</i>	<i>Leon and the Place Between The Wild Robot (Theme Magic and Wonder)</i>	<i>The Mermaid of Zenor Tar Beach Varmints (Theme Finding Freedom)</i>	Plus: Stars with Flaming Tails – Valerie Bloom The Earth is a Poem - Anthology
	Regular Knowledge checks Autumn (i) end point assessment – 3 part narrative based on a known text Autumn (ii) end point assessment – report based on history or geography work or another known topic e.g. animals/pets	Regular Knowledge checks Spring (i) end point assessment – simple narrative opening/setting description where children are taken through a portal and arrive in an imagined world. Spring (ii) end point assessment – recounting an event (relevant and known to them)	Regular Knowledge checks Summer (i) end point assessment – 3-5 part narrative adventure Spring (ii) end point assessment – write an argument for having longer playtimes	
5/6 Year A	Opportunities for: Narrative – Grammar focus through traditional tales Information Text linked to previous knowledge	Opportunities for: Narrative – Developing characterisation and atmosphere (Newswise project – reports) Metaphor/ Personification poems (MORERAPS)	Opportunities for: Stories that build Empathy – characterisation and cohesion. (Newswise project – reports) Arguments and persuasion Rhyming poems (iambic pentameter)	Tiger Tiger – anthology – an animal poem a day  Being Me – Liz Brownlee, Matt Goodfellow, Laura Mucha
	<i>Grimm Tales, Leina and the king of the Toadstools, The Skull, The Little Match Girl (Theme: traditional tales retold)</i>	<i>Rain Player Paradise Sands The Last Wild (Newswise) (Theme Utopia vs dystopia)</i>	<i>(Newswise) The Arrival/To The Other Side Windrush Child The Tempest (Theme: Migration/Displacement)</i>	
	Regular Knowledge checks Autumn (i) end point assessment – narrative based on features of a fairytale Autumn (ii) end point assessment – report based on history or geography work or another known topic	Regular Knowledge checks Spring (i) end point assessment – simple narrative opening/setting description creating a feeling of a point in history Spring (ii) end point assessment – recounting an event in role as a known character	Regular Knowledge checks Summer (i) end point assessment – narrative set in another known culture Summer (ii) end point assessment – write a balanced argument on a known topic	
5/6 Year B	Opportunities for: Narrative – Grammar focus through traditional tales Information Texts linked to previous knowledge	Opportunities for: Narrative – world building through future worlds Recount/Inform – Newspaper report Extended figurative language poems	Opportunities for: Narrative non-fiction Arguments and persuasion Performance	Tiger Tiger – anthology – an animal poem a day  Maya Angelou – Life doesn't Frighten me
	<i>Grimm Tales, The Sleeper and the Spindle Macbeth opening</i>	<i>The Odyssey Adam II</i>	<i>Stonewall Suffragettes and the Battle for Equality</i>	



	<i>(Theme: traditional tales retold)</i>	<i>(Theme Power vs Principles)</i>	<i>Saving Sorya (Theme Enterprise and Activism)</i>	Edgar Allan Poe – The Raven	
	Regular Knowledge checks Autumn (i) assessment – narrative based on features of a fairytale Autumn (ii) assessment – report based on history or geography work or another known topic	Regular Knowledge checks Spring (i) assessment – simple narrative opening/setting/world building description set in the future Spring (ii) end point assessment – write and record TV news report on a current event (for newsround)	Regular Knowledge checks Summer (i) assessment – write 2 alternative endings for a mystery story Spring (ii) assessment – write a speech in preparation for a debate (known topic)		
	<b>Narrative storytelling</b>	<b>Non-fiction</b>		<b>Poetry</b>	
		<b>Factual</b>	<b>Persuasion</b>	<b>Language</b> <i>(Italics indicates performance specific focus)</i>	<b>Rhyme</b>
<b>R</b>	Retell Traditional Tales Retell Familiar Stories	Captions, labels and lists		<i>Recite nursery rhymes</i> <i>Recite action rhymes</i>	
<b>1 / 2 (A)</b>	Traditional Tales Significant author – linked to traditional tales Stories from other cultures	Captions, labels, lists, Simple information texts Letter to recount or inform	Posters/leaflets	<i>Recite nursery rhymes</i> <i>Recite action rhymes</i>	<i>Write rhyming words (Y1)</i> <i>Write mixed up rhymes (Y2)</i>
<b>1 / 2 (B)</b>	Traditional Tales Significant author – other worlds/settings Characters, settings and problems	Instructions Short Non-chronological report			
<b>3/4 (A)</b>	Traditional tales – alternatives Stories with a dilemma (familiar setting) Narrative – real life settings	Information texts Instructional writing Recount - diary	Advert	List poems Nonsense poems Simile Poems	<i>Rhyming couplets</i>
<b>3/4 (B)</b>	Traditional tales – alternatives Stories set in imagined worlds Narrative non-fiction	Information texts Recount - event	One sided argument	<i>Narrative poem - performance</i>	
<b>5/6 (A)</b>	Traditional tales – classic and modern Narrative – developing characterisation	Non-chronological report Recount – diary or event	Debate	Metaphor/Personification in poems	<i>Rhythm and rhyme – iambic pentameter</i>



	Stories that build empathy				
5/6 (B)	Traditional tales – classic and modern Narrative – future worlds Narrative non-fiction	Non-chronological report Recount – news report	Balanced argument Persuasive writing forms	Extended figurative language <i>Monologue - performance</i>	