

Year 1/2

<p>Autumn 1 What makes a family?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>	<p><u>Narrative- Voyage and Return</u> <u>Squirrels Busy Day</u> Y1- Narrative: retelling known stories by sequencing pictures with past tense captions. Y2-Retelling familiar narratives Use of past tense with simple beginning, middle and end some description of characters and a setting.</p>	<p><u>Recount</u> Y1-Use of first person, written in the past tense with some order Y2- Use of first person, written in the past tense with chronological order and some description.</p>	<p><u>Biography</u> Y1-Fact Files of family member Writing of simple ideas and simple subheadings. Y2- Biography of a family member Use of third person, written in the past tense with chronological order and some description.</p>
<p>Autumn 2 What should I wear today?</p>		<p><u>Instructions</u> Y1- Instructions- sequential order with evidence of some command verbs Y2- Instructions for others to follow with the use of sequencing words and some imperative verbs</p>	<p><u>Narrative-Overcoming a Monster</u> Y1- Narrative: retelling part of known stories. Use of past tense with simple beginning, middle and end using characters and a setting given. Some adjectives used. Y2-Retelling familiar narratives Use of past tense with simple 5-part story some description of characters and a setting.</p>	<p><u>Diary/ Postcard</u> Y1- Use of first person, written in the past tense with some order linked to a character. Y2- Diary (can be fact or fiction) Use of first person, written in the past tense with chronological order and some description. Some understanding of the audience.</p>
<p>Spring 1 How did we get here?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>	<p><u>Character Profiles</u> Y1-Descriptive Writing linked to a character. Using adjectives to describe what can be seen. Y2-Introducing a character to the reader and describing appearance and personality.</p>	<p><u>Fact File linked to Science</u> Y1-Writing of ideas in sentences with non-chronological structure and simple subheadings. Y2-Information Text using subheadings, present tense, third person.</p>	<p><u>Y1 Recount</u> Y1- Narrative: retelling known stories with simple structure in the past tense <u>Y2 Narrative- Voyage and Return</u> Y2-Retelling part of a known story and changing an element of it. Use of past tense, third person, adjectives and adverbs to add detail. Characters and language drawn from the text</p>

<p>Spring 2 Where do I live?</p>		<p><u>Y1- Narrative-Retelling</u> Y1- Narrative: retelling of known stories. Use of past tense with simple beginning, middle and end using characters and a setting. Extend to have different monster and independent adjectives.</p> <p><u>Narratives- Voyage and Return</u> Y2- Y2-Retelling familiar narratives with a twist. Use of past tense with simple 5- part story. Some description of own characters and setting.</p>	<p><u>Y1- Postcard/ Letter</u> Recount linked to geography. Simple sentences that are linked. Use of first person.</p> <p><u>Letter</u> Y2 Recount: Linked to geography Use of first person with some structure as to why they are writing.</p>	<p><u>Geographical Report</u> Y1-Factual, present tense, use of headings or subheadings. Inclusion of some topic words.</p> <p>Y2-Factual, present tense. Structure though the use of headings and subheadings and bullet points. Technical language is beginning to be used.</p>
<p>Summer 1 Who lives in a Castle like this?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>	<p><u>Biography</u> Y1-Simple biography of historical character Writing of simple ideas and simple subheadings.</p> <p>Y2- Biography of a historical character Use of third person, written in the past tense with chronological order and some description.</p>	<p><u>Y2-Report</u> Y1-Writing of ideas in sentences with non-chronological structure and simple subheadings.</p> <p>Y2-Factual, present tense. Structure though the use of headings and subheadings. Subject specific language is beginning to be used.</p>	<p><u>Poetry</u> Y1- acrostics, shape poems and riddles Y2- Haiku, Clerihews</p>
<p>Summer 2 Who do I want to be?</p>		<p><u>Instructions</u> Y1- Instructions- sequential order with evidence of some command verbs</p> <p>Y2- Instructions for others to follow with the use of sequencing words and some imperative verbs</p>	<p><u>Narrative-Overcoming a Monster</u> Y1- Narrative: retelling part of known stories. Use of past tense with simple beginning, middle and end using characters and a setting given. Some adjectives used.</p> <p>Y2-Retelling familiar narratives Use of past tense with simple 5-part story some description of characters and a setting</p>	<p><u>Recount</u> Y1-Use of first person, written in the past tense with some order</p> <p>Y2- Use of first person, written in the past tense with chronological order and some description.</p>

YEAR 3/4

<p>Autumn 1 What makes the north of England special?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>	<p><u>Recount</u> Y3- Letter to inform: chronological order, significant information, mainly past tense and first person. Y4- Letter to inform: informing the reader about the purpose of the letter, chronological order, significant information, mainly past tense, emotive language and first person.</p>	<p><u>Persuasion</u> Y3-Poster to visit the north of England. Use persuasive language, rhetorical questions and emotion. Y4- Poster to visit the north of England. Use persuasive language, rhetorical questions and emotion and statistics</p>	<p><u>Character Description</u> Y3-To create characters using description and action Y4- Create detailed characters using description, action and speech.</p>
<p>Autumn 2 Who were the first Britons?</p>		<p><u>Narrative Quest</u> Y3- Longer Narrative - creating settings, characters and developing plot (5 part story with support) Y4- Longer narratives: creating settings, characters and developing plot. Revise story mountains and 5-part story structure.</p>	<p><u>Non-Chronological Report</u> Y3-Information texts: writing of simple reports with non-chronological structure and simple subheadings (with more detail and sentence types) Y4- Information texts: Using a wider range of organisational, presentational devices & technical language.</p>	<p><u>Instructions</u> Y3- Instructions: Sequential order or time adverbials; use of command verb; simple title 'How to....' Y4- Instructions: Sequential order or time adverbials; use of command verb; simple title 'How to....'</p>
<p>Spring 1 What is life like in Italy?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>	<p><u>Non-Chronological Report</u> Y3-Information texts: writing of simple reports with non-chronological structure and simple subheadings (with more detail and sentence types) Y4- Information texts: Using a wider range of organisational, presentational devices & technical language.</p>	<p><u>Narrative: Overcoming a Monster</u> Y3-Shorter narrative based upon a book. Third person, consistent tense, direct speech to advance the action. Y4- Shorter narrative based upon a book. Third person, consistent tense, all parts of story included. direct speech to advance the action.</p>	<p><u>Recount</u> Y3- Letter (informal): chronological order, significant information, mainly past tense and first person. Y4- Letter (informal): informing the reader about the purpose of the letter, chronological order, significant information, mainly past tense, emotive language and first person.</p>

<p>Spring 2 Why do things move?</p>		<p><u>Diary Entry</u> Y3-Recount (Diary): Use of pronoun 'I'; past tense verbs; chronological order; opening statement to orientate reader and closing statement. Y4-Recount (Diary): Chronological order; introduction: use of reported speech; past tense; 1st person; concluding statement.</p>	<p><u>Report: RE</u> Y3-Factual, present tense related sentences. Structure though the use of headings and subheadings and bullet points. Technical language is beginning to be used. Y4-Factual, present tense related sentences. Some points expanded. Structure though the use of headings and subheadings and bullet points. Technical language is beginning to be used.</p>	<p><u>Narrative: Overcoming a Monster</u> Y3-Longer narrative: creating settings, characters and developing plot (5 part story) Y4- Longer narratives: creating settings, characters and developing plot. Revise story structure with a 5 part story that includes beginning, middle and end.</p>
<p>Summer 1 Where do things grow?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>	<p><u>Instructions</u> Y3-Instructions: Sequential order or time adverbials; use of command verb; simple title 'How to....' Use of some technical language Y4-Persuasion. Writing structured through the use of subheadings. Use persuasive language, rhetorical questions and emotion and statistics</p>	<p><u>Chronological Reports</u> Y3-Information texts: writing of simple reports with non-chronological structure and simple subheadings (with more detail and sentence types) Y4- Information texts: Using a wider range of organisational, presentational devices & technical language.</p>	<p><u>Narrative- Quest</u> Y3-Longer narrative: creating settings, characters and developing plot more independently. Y4- Longer narratives: creating settings, characters and developing plot. Revise story structure with a beginning, middle and end</p>
<p>Summer 2 Is everything black and white?</p>		<p><u>Persuasion</u> Y3-Leaflet. Use persuasive language, rhetorical questions and emotion. Y4- Leaflet. Use persuasive language, rhetorical questions and emotion and statistics</p>	<p><u>Narrative: Quest</u> Y3-Longer narrative: creating settings, characters and developing plot more independently. Use of dialogue Y4- Longer narratives: creating settings, characters and developing plot. Revise story structure with a beginning, middle and end Use of dialogue</p>	<p><u>Poetry</u> Limericks Kennings</p>

YEAR 5/ 6

<p>Autumn 1 How far can from home can we travel?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>	<p><u>Narrative- Quest</u> Y5 Longer narratives: 5 part story, (using the characters, setting and basic plot from books) and adding a different adventure. Beginning to balance dialogue and description. Y6 Longer narratives: 5 part story, (using the characters, setting and basic plot from books) then adding a different adventure. Beginning to balance dialogue action and description. Writing shows awareness of the reader.</p>	<p><u>Instructions</u> Y5- Sequential order with numbers or words. Language choices clear and imperative verb choice must be precise. Y6- Sequential order with numbers or words. Language choices must be precise and contain subject specific terminology and without ambiguity. Imperative verb choice must be precise.</p>	<p><u>Narrative Diary Entry</u> Y5-Recount (Diary): Maintain in the style and tone of the character. Chronological order; introduction: use of reported speech; past tense; 1st person; concluding statement. Y6- Recount (Diary): Maintaining the style and tone of the character throughout depicting thoughts and feelings. Chronological order; introduction: use of reported speech; past tense; 1st person; concluding statement.</p>
<p>Autumn 2 How did the Romans conquer Britain?</p>		<p><u>Narrative-Tragedy</u> Y5 Longer narratives: 5 part story, (using the characters, setting and basic plot from the poem). Beginning to balance dialogue and description. Y6 Longer narratives: 5 part story, (using the characters, setting and basic plot from the poem). Beginning to balance dialogue action and description. Writing shows awareness of the reader.</p>	<p><u>Historical Recount</u> Y5-write from a viewpoint including relevant information. Write in chronological order in first person Y6- write from a clear viewpoint including relevant/ significant information. Detail events in chronological order. Write in chronological order in first person</p>	<p><u>Newspaper Report</u> Y5- Newspaper: well-structured chronological order with 5 W questions answered. Direct and reported speech included. Concluding statement. Y6-Newspapers: well-structured chronological order with 5 W questions answered. Impersonal voice of the reporter. Direct and reported speech included. Concluding statement.</p>
<p>Spring 1 Where are the lungs of the world?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>		<p><u>Travel Brochure</u> Y5-presentational devices outlines desirability of destination. Informal style with subject specific vocabulary Y6- presentational devices outlines desirability of destination. Informal style with subject specific vocabulary. Use of language to engage the reader. Modals for importance</p>	<p><u>Non-Chronological Report</u> Y5- Information texts: Using a wider range of organisational, presentational devices & technical language. Y6- Information texts: Using a wider range of organisational, presentational devices & technical language, bullets or tables to structure texts.</p>

VIEWLEY HILL ACADEMY: LONG TERM ENGLISH GENRE PLAN: Cycle A

<p>Spring 2 Are all life cycles the same?</p>		<p><u>Narrative- Comedy</u> Y5- Beginning to balance dialogue and description. Use of modern tone throughout to contrast with the play. Y6- Balancing dialogue action and description. Writing maintains awareness of the reader. Use of modern tone throughout to contrast with the play.</p>	<p><u>Argument</u> Y5 Balanced Argument. Ideas are compared and contrasted with the use of conjunctions and adverbials. Some points are elaborated upon. Y6 Discussion Points are made and elaborated upon. Third person. Subject specific language along with possibility</p>	<p><u>Formal Letter</u> Y5- Maintain style and formality. Points are made clearly in the first person. Emotion and facts included. Y6-Maintain style and formality. Well-structured and clear. Maintains the first person throughout, appropriately conveying emotion, factual information. It states its case politely, yet firmly and with authority</p>
<p>Summer 1 How did the Romans change Britannia?</p>	<p><u>ONE WEEK</u> <u>Whole School</u> <u>Narrative</u></p>	<p><u>Historical Report</u> Y5-Factual; past tense; headings/subheadings; use of some technical language; clear structure to writing. Y6-Factual; past tense; headings/subheadings; use of technical language; clear structure to writing. Maintain tone throughout.</p>	<p><u>Biography</u> Y5- chronological order of key events included. Past tense, third person. Subject specific language Y6- chronological order of key events included. Past tense, third person. Subject specific language. Level of formality.</p>	<p><u>Poetry</u> Iambic Pentameter Free Verse</p>
<p>Summer 2 Does life come with a map?</p>		<p><u>Narrative- Description</u> Y5- Introduce the setting to the reader. Pick out unusual features to describe. Third person, precise vocabulary, figurative language. Y6- Introduce the setting to the reader. Pick out unusual features to describe. Third person, precise vocabulary, figurative language. Show not tell techniques.</p>	<p><u>Narrative- Rags to Riches</u> Y5 Longer narratives: 5-part story, creating settings, characters and developing plot. Beginning to balance dialogue and description. Y6 Longer narratives: 5-part story, creating settings, characters and developing plot. Beginning to balance dialogue action and description. Writing shows awareness of the reader.</p>	<p><u>Persuasion Speech</u> Y5- Use of emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; cautionary language Consider the recipient throughout. Y6-Use of emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. Consider the recipient throughout.</p>