



# Castle View Primary School and Nursery

## English Writing Long-Term Plan

<b>Nursery</b>	<p><b>Poetry and Performance</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li><li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>• Use a wider range of vocabulary.</li></ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"><li>• Engage in extended conversations about stories, learning new vocabulary.</li></ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"><li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li><li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li></ul>
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<b>Reception</b>	<p><b>Non- Fiction</b></p> <p><b>Literacy Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>Poetry and Performance</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>					
<b>ELG –</b> Communication and Language	<p><b>Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>					
<b>ELG-Literacy</b>	<p><b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>					
<b>ELG – Expressive</b> Arts and Design	<p><b>Creating with Materials</b> Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>					
<b>Year</b>	<b>Autumn1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

<p><b>Nursery</b></p>	<p>Sing a large repertoire of songs.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Sing a large repertoire of songs.</p> <p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Remember and sing entire songs.</p>	<p>Sing a large repertoire of songs.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Sing a large repertoire of songs.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Sing the melodic shape (moving up and down, down and up) of familiar songs.</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Sing a large repertoire of songs.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>
<p><b>Reception</b></p>	<p>Learn and use new vocabulary during the day.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in story times.</p> <p>Develop storylines in their pretend play.</p>	<p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in story times.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in story times.</p>	<p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in nonfiction books.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in story times.</p>

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	<b>Autumn 1 Weather &amp; Climate</b>	<b>Autumn 2 Toys</b>	<b>Spring 1 The United Kingdom</b>	Spring 2 Local History Significant Individuals	<b>Summer 1 Our Local Area</b>	<b>Summer 2 The Great Fire of London</b>
<b>1 Non-Fiction</b>	<b>Reports</b> Labels Lists Captions			<b>Simple Recount:</b> Diaries and journals Diary – the diary of Samuel Pepys	<b>Instructions:</b> How to grow a cress head How to make an egg and cress sandwich	<b>Fact file</b> – all about crabs.
<b>1 Fiction</b> Retell & Innovate		<b>Narrative</b> - Postcards Letters Story Sequencing – Rama and Sita	<b>Narrative</b> – Story - One Snowy Night After the Storm	<b>Narrative</b> – a gift for Mum Fireman Sam	<b>Narrative</b> – Oliver's Vegetables <b>Narrative</b> – Stone Soup	<b>Narrative</b> – The Lighthouse Keeper's Lunch
<b>1 Poetry</b>	<b>Senses Poem</b> (Seasons/Autumn)		<b>Acrostic poems</b> - adjectives	<b>Fire Poetry</b> – rhyming words, adjectives 'Fire burning bright'		<b>Poetry</b> – Commotion in the Ocena
<b>Year</b>	<b>Autumn 1 Continents &amp; Oceans</b>	<b>Autumn 2 Remembrance</b>	<b>Spring 1 Hot &amp; Cold Places</b>	<b>Spring 2 Transport/George Stephenson</b>	<b>Summer 1 <u>Mugumareno Village, Zambia</u></b>	<b>Summer 2 Who was Walter Tull?</b>
<b>2 Non-Fiction</b>	<b>Non-chronological reports</b> – Fact files on planets (present tense, first person, conjunctions to extend sentences)	<b>Pamphlet</b> – The Great Exhibition (features of non-fiction – headings, pictures, captions, persuasion, present tense)	<b>Instructions - Commands</b> – Bean plant (imperative verbs and adverbs)	<b>Explanation</b> – the journey of a bar f chocolate (subordination – reason, chronological order, present tense)	<b>Non-chronological report</b> – Tigers (subordination/present tense)	<b>Recount</b> – personal experiences (past tense, chronological order, noun phrases, sentence types) Newspaper article – Grace Darling (chronological order, background information, quotes, sentence types, layout)

<p><b>2 Fiction</b> Simple narrative and description</p>	<p><b>Character Description</b> – The Way back home – adjectives and noun phrases <b>Diaries</b> – Neil Armstrong ‘the First Landing’ (past tense, real events, chronological order)</p>	<p><b>Historical/Fantasy Story</b> – Oliver Twist (past tense, adjectives, and adverbs)</p>	<p><b>Traditional Stories</b> – The Little Red Hen (narrative and dialogue – questions, subordination/past tense) <b>Traditional Stories</b> - Jack and the Beanstalk</p>	<p><b>Persuasion poster</b> (emotive and persuasive language, rhetorical questions/present tense)</p>	<p><b>Adventure Stories</b> – The Siberian Tiger (sentence types/noun phrases/past tense)</p>	<p><b>Letter</b> – to the RNLI (features of the genre address, opening, why writing, requesting info/booking trip) <b>Fantasy Story</b> – One World – Michael Foreman (building on all story skills developed throughout the year – sentence types, correct tense, noun phrases, punctuation – focus paragraphs)</p>
<p><b>2 Poetry</b></p>		<p><b>Free verse poem</b> – The Eagle, Alfred Lord Tennyson (adjectives and noun phrases)</p>		<p><b>Poetry</b> – Fairtrade acrostic poem (new vocab initial sounds)</p>	<p><b>Adventure poem</b> – free verse (repetition, onomatopoeia, alliteration)</p>	

Year	Autumn 1 Climate Zones	Autumn 2 Stone Age to Iron Age	Spring 1 North America	Spring 2 Romans	Summer 1 Rio & Brazil	Summer 2 Ancient Egypt
<p><b>3 Non-Fiction</b></p>	<p><b>Newspaper article</b> – Wier world Gazette – Village in Shock as war is declared’ (emotive language and the layout of a newspaper)</p>	<p><b>Recycling Leaflet</b> – using persuasive language to encourage the reader to recycle</p>		<p><b>Non-Chronological Report</b> – Deforestation (organising paragraphs around a theme and using technical language)</p>	<p><b>Biography</b> – Richard Arkwright (tense and writing in the third person) <b>Tourism leaflet</b> – information text (persuasive language and alliteration)</p>	<p><b>Interviews</b> – planning an interview with Joe Wicks and the importance of keeping healthy through editing and exercise</p>
<p><b>3 Fiction</b> Developed narrative focus on sequence.</p>	<p><b>Narrative</b> – Goodnight Mister Tom (character descriptions and speech marks)</p>	<p><b>Narrative</b> – The Iron Man (fronted adverbials and on similes for description along with creating suspense)</p>	<p><b>Playscript</b> – The Battle of Edington (layout of a play script and adverbs for stage directions)</p>	<p><b>Narratives</b> – The Lorax (creating settings, characters and plots in narratives)</p>	<p><b>Diary</b> – Diary of a working child in a mill (layout, features of a diary along with the use of emotive language)</p>	<p><b>Narrative</b> – cloudy with a chance of meatballs (adjectives, adverbs for description along with similes and metaphors)</p>

			<b>Traditional Anglo Saxon Stories</b> – The Grey Dog (continuing the story using descriptive language along with time conjunctions)			
<b>3 Poetry</b>			<b>Riddles</b> – Anglo Saxon riddles (adjectives and similes for description)		<b>Poetry</b> – The First Diwali/the First Bonfire Night (rhyming couplets and poetry patterns)	
<b>Year</b>	<b>Autumn 1 Rivers</b>	<b>Autumn 2 Anglo Saxons</b>	<b>Spring 1 Rainforests</b>	<b>Spring 2 Vikings</b>	<b>Summer 1 The Amazon</b>	<b>Summer 2 Local History: Transport</b>
<b>4 Non-Fiction</b>	<b>Explanation texts</b> – Volcano eruptions		<b>Persuasive Poster</b> – teeth and healthy eating (link to teeth and digestive)	<b>Biography</b> – Julius History links – Understand some of the methods of historical enquiry and how evidence is used to make detailed observations		
<b>4 Fiction</b> Developed narrative with focus on paragraphing	<b>Newspaper reports</b> – Volcano eruption – Mount Vesuvius and Tsunami (Invent) <b>Diary</b> – Pompeii escape	<b>Letter</b> – based on Hugo <b>Film Review</b> – camera actions and effects based on the movie Hugo	<b>Narrative</b> – Famous Five. Treasure Island by Enid Blyton	<b>Narrative</b> – Roman's on rampage	Comparative – <b>Myths and Legends?</b> Mian Myths and gods, <b>Multi-cultural stories</b> Narrative – The Creation of the moon (fronted adverbial, figurative language, sentence structures and punctuation)	<b>Play Scripts</b> – Dr Who and Declan travel back to the 60s to see what they can find
<b>4 Poetry</b>						

Year	Autumn 1 Mountains	Autumn 2 Indus Valley	Spring 1 Volcanoes & Earthquakes	Spring 2 Ancient Greece	Summer 1 Europe	Summer 2 The Blitz
5 Non-Fiction			<b>Explanation Texts</b> – How different species catch their prey	<b>Persuasive Letters</b> and speeches – present finding to the jury		<b>Non-Chronological report</b> – Information booklet/produce document – Stargazers program to accompany documentary
5 Fiction Developed narrative - focus on cohesion.	<b>Comparative Writing</b> – early civilisations (subordinate clauses, fronted adverbials) <b>Adventure Stories</b> – Indiana Jones – grammar work based on initial assessment before Summer		<b>Personification Poetry</b> – linked to mythical stories <b>Mythical stories</b> – Aboriginal – How the Kangaroo got it's pouch	<b>Journalistic – Newspaper recount</b> – Events from <b>Shakespeare's MacBeth</b> and crime scene	<b>Personal texts – Diaries and letters</b> – recounts of events of members of <b>Viking Society Legends</b> – The Legend of Beowulf (figurative language)	<b>Science fiction stories</b> – extracts from War of the Worlds (blending description and dialogue)
5 Poetry						<b>Free Verse poetry</b> – Pie Corbett Space Poems (figurative; language)
Year 6	Autumn 1 The United Kingdom	Autumn 2 Benin	Spring 1	Spring 2 The 'Age of Revolutions'	Summer 1 Local Geography	Summer 2 Black History
6 Non-Fiction	<b>Information/Explanation</b> How to survive on a Desert Island Model verb, adverbs, features of NF organisational features and technical vocab Diaries – Diary of Charles Darwin	<b>Persuasive leaflets</b> – heart health Relative clauses to extend info to the reader, scientific, vocab, causal conjunctions <b>Autobiography</b> – Hidden Figures (present tense, first person, co- ordinating, contrasting and comparing conjunctions)	<b>Non-chronological report</b> – Neo-lithic Hunter Gathers (subordinate clauses to extend information to the reader)	<b>Newspaper reports</b> – Plastic in the Ocean (extending information with the use of colon or semi- colon <b>Persuasion</b> – charity posters/letters. /Campaigns Using a range of clause types and emotive language Persuasion, emotive and Plastic (additional may be a shorter/longer term in the future)		

<p><b>6 Fiction</b> Developed narrative - focus on atmosphere</p>	<p><b>Adventure Stories –</b> Inspired by Kensuke's Kingdom (Michael Morpurgo) Cohesion across a text using conjunctions, fronted adverbials, noun phrases</p>		<p><b>Stories in historical settings –</b> Wolf Brother (Michelle Power) Blending dialogue and description (embedding clause types)</p>		<p><b>Mythical Story/narrative</b> Theseus and the Minotaur (using a range of clause types for effect)</p>	<p><b>Narrative –</b> the viewer (embedding a range of clause types and figurative language (building a writer's toolkit of techniques and the effects of these structures and vocab on the reader</p>
<p><b>6 Poetry</b></p>		<p><b>Poetry –</b> figurative language based on powerful images, similes, personification, alliteration and metaphors – passive voice</p>			<p><b>Haiku poems –</b> based on a Greek <b>Myth –</b> figurative language, syllables and structure of Haiku poems, punctuation</p>	<p><b>Playscripts –</b> end of year performance. 'Castle View's Got Talent' (features and layout – adverbs for stage direction and how this affects stage presence. Effects such as audience participation and humour/entertainment</p>