

**St Clare’s Catholic Primary School**

**English Long Term Planning**

**2020-2021**

This document outlines the coverage of genres for each year group. Please ensure that all genres of writing are covered across the academic year. When a genre is in a specific half term, please make sure that it is covered at that time.

Thank you

**Year 1**

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| **Genre**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative**  | Retell a narrative using patterns from listening and reading. | Tell a story about a central character. | To innovate on patterns from a familiar story using known story language. | To write their own story version of a familiar story and recount events in sequence.  | To use patterns and languages from familiar stories. Write a complete story with a beginning, middle and an end.  | To write a complete story which includes characterisation i.e. a good character and a bad character.  |
| **Non-Chronological Report** | Describe something or someone, developing description to prompts and questions | Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject. |
| **Persuasion** | Write simple examples of persuasion eg in the form of a letter to a character in a book. |
| **Instructions** | Write instructions on labels around the learning area. | Write a simple set of instructions including a numbered list, title and a simple list of equipment. |
| **Recount**  | To write sentences to match pictures, or sequences of pictures, illustrating an event. | Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, whilst maintaining the past tense with consistency. |
| **Discussion**  | Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another. |
| **Explanation**  | Write a series of sentences to explain a simple process based on first-hand experience. |
| **Poetry**  | Acrostic (Remembrance Day) | Shape poems/calligrams | Riddles  |

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| **Genre**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative**  | To write a threepart story with akey character. | To re-tell atraditional taleusing typicalsettings, characterand events.To innovate atraditional tale,changing someaspects of thesetting, charactersand events. | Plan and tell astory based onyour ownexperience, usingexpanded nounphrases to expandand identify. | To plan and writea story based on afamiliar character,using the structureof opening,somethinghappens, eventsto sort it out andending. | To plan and writeyour own story orre-tell a knownstory, using arange of sentencetypes andlanguage to adddetail. | To plan and writeyour own storywith a logicalsequence ofevents, with theintroduction ofsome dialogue. |
| **Non-Chronological Report** | Use information from research to groupand assemble information into a shortnon-chorological report. | Expand information using subordinationand co-ordination and expanded nounphrases, to describe and specifyinformation. | Use language and structural features ofa non-chronological report eg a directquestion, an opening statement,subheadings and line breaks. Ensurewriting is in the third person. |
| **Persuasion** | Write a simple persuasion based on a fictional book eg in theform of a letter to a character in a book.  | Write a simple persuasive piece based on research or topicof interest. |
| **Instructions** | Write instructions with some expansion about somethingthey know well eg getting to school or playing a game. Useimperative verbs and precise language choices. | Extend and clarify instructions using subordination and co-ordination. Use expanded nouns to expand and specify. |
| **Recount**  | Write a simple first person recount linked to a topic ofinterest or personal experience, incorporating at least threechronological events in order, maintaining past tense andconsistent use of the first person.  | Write a narrative about a personal experience and those ofothers, in role.  |
| **Discussion**  | Write a series of sentences to convey their opinion and a series of sentences to convey the contrasting opinion of another. |
| **Explanation**  | Produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced. |
| **Poetry**  | Free Verse (Remembrance Day) | Diamantes | Haikus  |

**Year 2**

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| **Genre**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative**  | To write a story infour parts in thefirst person, with adefinite ending. | To write a story inthe third person,organised intoparagraphs,ensuring that thesequence is clear.Some basicdialogue included. | Re-tell or writetheir own storyvarying voice andintonation tocreate effects andsustain interest.Include dialogue toset the scene andpresentcharacters. | To write a five partstory a strongdilemma, usingconventions ofwritten dialogue toshow therelationshipbetween twocharacters andmove the actionforward. | Write stories thathave a problemand a resolutionand organise intoparagraphs thatinclude adverbs oftime. Includedetaileddescription ofsetting andcharacters. | To write a storywhere dialogue isthe drive to movethe story on. |
| **Non-Chronological Report** | Write in an impersonal style using paragraphs to organiseideas.  | Begin to incorporate the language of comparison andcontrast. |
| **Persuasion** | Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabularyappropriate to the reader.  |
| **Instructions** | Write increasingly complicated instructions using a wide range of devices to make them easier to follow. |
| **Recount**  | Write the same event in a variety of ways in the third person, such as in the form of a story, a letter or a diary. |
| **Discussion**  | Write a traditional tale or a scene from a narrative from two key characters perspectives in viewpoints. |
| **Explanation**  | To write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficientdetails are grouped together. Create diagrams such as flowcharts to support the explanation.  |
| **Poetry**  | Free Verse (Remembrance Day) | Clerihews | Limericks  |

**Year 3**

**Year 4**

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| **Genre**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative**  | To plan and writetheir own versionof a familiar storywith a focus onvaried and richvocabulary and arange of sentencestructures. | Plan and complete stories by identifying stages in the telling:introduction – build up – climax or conflict –resolution. Organiseparagraphs around a theme and includedescriptive detail to evoke the setting and make it more vivid. | Plan a complete story focusing on organisationdevices eg times of day, repeated words and phrases, adverbialphrases and use of pronouns. | Plan and write a longer story including details ofsetting using figurativelanguage to evokemood and atmosphere. | Write in role as acharacter from a story. Include character descriptions designed toprovoke sympathy or dislike in the reader. | Plan and write a story where the main character faces a problem that needs to be resolved. Usedifferent ways tointroduce characters andconnect paragraphs.Develop settings using adjectives and figurativelanguage to evoketime, place and mood. |
| **Non-Chronological Report** | Write a comparative report based on their own notes takenfrom several sources. | Write a non-comparative report in a particular form eg webpage. |
| **Persuasion** | Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbingattention and a range of linguistic devices.  |
| **Instructions** | Write a procedural text using a range of organisational devices and language to support clarity and cohesion. |
| **Recount**  | Write the same event in a variety of ways (in the third person) such as in the form of a story, a letter, a diary or a newsreport.  |
| **Discussion**  | Write a book review that explores the different viewpoints of a book read. |
| **Explanation**  | Write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately. |
| **Poetry**  | Free Verse (Remembrance Day) | Diamantes  | Haikus  |

**Year 5**

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| **Genre**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative**  | Write a five partstory using language to evoke mood andatmosphere and developcharacterisation. | Plan and tell a storyDemonstrating awareness of audience by using techniques such as recap, repetition,humour or suspense. | Write in the style orParticular author, organised into chapters.Extend ways to link Paragraphs using adverbs and adverbialphrases. | Try adapting a story for a different audienceaiming for consistencyin character and style,adaptingsentencelength and vocabularyto meet the needs ofthe reader. | Plan and tell a story to explore narrativeviewpoint eg retell a familiar story from thepoint of view of another character. | Plan and write anon-linear storyeg flashbacks and parallel narratives, where events areportrayed simultaneously. | Plan and write a story with a clear narrative voice. Use dialogue tobuild character and move the action forward. |
| **Non-Chronological Report** | Collect and write a report in which two or more subjects arecompared. Pupils must make their own decisions on formand layout.  | Plan, compose, edit and refine a non-chronologicalcomparative report focusing on clarity and conciseness. |
| **Persuasion** | Adapt a piece of writing for different audiences, shiftinglevels of formality eg a formal speech and an informal speech.  | Draft and write a persuasive letter for a real purpose eg tocomment on an emotive issue. |
| **Instructions** | Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to makethem easier to follow.  |
| **Recount**  | Write a recount based on the same subject such as ahistorical event, for contrasting audiences, shifting levels offormality.  | Practice writing a recount with word limits, so that the pupilsare forced to consider the precise level of formality required. |
| **Discussion**  | Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.  |
| **Explanation**  | Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style. |
| **Poetry**  | Free Verse (Remembrance Day)  | Senryus | Renga  |

**Year 6**

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| **Genre**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Narrative**  | Plan and write a story, where dialogue is usedto develop characterisationand move the action forward. | Write a short story with a distinct atmosphere eg suspense, panic, humour etc, | Transform a play intonarrative. Use paragraphs to vary pace and emphasis.Describe the setting referring to all of the senses and vary sentence length toachieve a particular effect. Use dialogue at key points to move the story on andreveal new information. | Plan and write a story with two narrators,to tell the story fromdifferent perspectives,demonstrating shifts informality. | Plan and write an extended short story using expressive and figurative language, describinghow characters feel; adding detail of sights and sounds; create mood and atmosphere describing a character’s response to a particular setting; use changes of scene to move on, or create a break in the action; vary the pace by using sentences of different length and direct or reported speech tomove the action on. |
| **Non-Chronological Report** | Write a report in a formal style, selecting correctvocabulary and grammatical structure that reflect thelevel of formality required.  | Write a report in an informal style, selecting correct vocabulary andgrammatical structures that reflect the level of formality required. |
| **Persuasion** | Construct an effective persuasive argument usingpersuasive language techniques to deliberatelyinfluence the reader, and to develop a point logicallyand effectively.  | Adapt a piece of writing for different audiences and in differentforms, shifting levels of formality eg a formal speech and aninformal speech.  |
| **Instructions** | Interweave instructions and procedures into another text type. |
| **Recount**  | Write a biography. Select a specific style and form tosuit a specific audience.  | Write an autobiography. Select a specific style and form to suit aspecific audience. |
| **Discussion**  | Combine a discussion text within another text type eg within a newspaper report. |
| **Explanation**  | Write two different explanations, one in the present tense andone in the past tense.  | Incorporate an explanation within another text type. |
| **Poetry**  | Free Verse (Remembrance Day) | Iambic Pentameter (Shakespeare) | Ottava Rima  |