

**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 three  part story with a  key character. | To re-tell a  traditional tale  using typical  settings, character  and events.  To innovate a  traditional tale,  changing some  aspects of the  setting, characters  and events. | Plan and tell a  story based on  your own  experience, using  expanded noun  phrases to expand  and identify. | To plan and write  a story based on a  familiar character,  using the structure  of opening,  something  happens, events  to sort it out and  ending. | To plan and write  your own story or  re-tell a known  story, using a  range of sentence  types and  language to add  detail. | To plan and write  your own story  with a logical  sequence of  events, with the  introduction of  some dialogue. |
| **Non-Chronological Report** | Use information from research to group  and assemble information into a short  non-chorological report. | | Expand information using subordination  and co-ordination and expanded noun  phrases, to describe and specify  information. | | Use language and structural features of  a non-chronological report eg a direct  question, an opening statement,  subheadings and line breaks. Ensure  writing is in the third person. | |
| **Persuasion** | Write a simple persuasion based on a fictional book eg in the  form of a letter to a character in a book. | | | Write a simple persuasive piece based on research or topic  of interest. | | |
| **Instructions** | Write instructions with some expansion about something  they know well eg getting to school or playing a game. Use  imperative 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 of  interest or personal experience, incorporating at least three  chronological events in order, maintaining past tense and  consistent use of the first person. | | | Write a narrative about a personal experience and those of  others, 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 in  four parts in the  first person, with a  definite ending. | To write a story in  the third person,  organised into  paragraphs,  ensuring that the  sequence is clear.  Some basic  dialogue included. | Re-tell or write  their own story  varying voice and  intonation to  create effects and  sustain interest.  Include dialogue to  set the scene and  present  characters. | To write a five part  story a strong  dilemma, using  conventions of  written dialogue to  show the  relationship  between two  characters and  move the action  forward. | Write stories that  have a problem  and a resolution  and organise into  paragraphs that  include adverbs of  time. Include  detailed  description of  setting and  characters. | To write a story  where dialogue is  the drive to move  the story on. |
| **Non-Chronological Report** | Write in an impersonal style using paragraphs to organise  ideas. | | | Begin to incorporate the language of comparison and  contrast. | | |
| **Persuasion** | Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary  appropriate 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 sufficient  details 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 write  their own version  of a familiar story  with a focus on  varied and rich  vocabulary and a  range of sentence  structures. | Plan and complete stories by identifying stages in the telling:  introduction – build up – climax or conflict –  resolution. Organise  paragraphs around a theme and include  descriptive detail to evoke the setting and make it more vivid. | Plan a complete story focusing on organisation  devices eg times of day, repeated words and phrases, adverbial  phrases and use of pronouns. | Plan and write a longer story including details of  setting using figurative  language to evoke  mood and atmosphere. | Write in role as a  character from a story. Include character descriptions designed to  provoke sympathy or dislike in the reader. | Plan and write a story where the main character faces a problem that needs to be resolved. Use  different ways to  introduce characters and  connect paragraphs.  Develop settings using adjectives and figurative  language to evoke  time, place and mood. |
| **Non-Chronological Report** | Write a comparative report based on their own notes taken  from several sources. | | | Write a non-comparative report in a particular form eg web  page. | | |
| **Persuasion** | Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing  attention 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 news  report. | | | | | |
| **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 part  story using language to evoke mood and  atmosphere and develop  characterisation. | Plan and tell a story  Demonstrating awareness of audience by using techniques such as recap, repetition,  humour or suspense. | Write in the style or  Particular author, organised into chapters.  Extend ways to link Paragraphs using adverbs and adverbial  phrases. | Try adapting a story for a different audience  aiming for consistency  in character and style,  adaptingsentence  length and vocabulary  to meet the needs of  the reader. | Plan and tell a story to explore narrative  viewpoint eg retell a familiar story from the  point of view of another character. | Plan and write a  non-linear story  eg flashbacks and parallel narratives, where events are  portrayed simultaneously. | Plan and write a story with a clear narrative voice. Use dialogue to  build character and move the action forward. |
| **Non-Chronological Report** | Collect and write a report in which two or more subjects are  compared. Pupils must make their own decisions on form  and layout. | | | | Plan, compose, edit and refine a non-chronological  comparative report focusing on clarity and conciseness. | | |
| **Persuasion** | Adapt a piece of writing for different audiences, shifting  levels of formality eg a formal speech and an informal  speech. | | | | Draft and write a persuasive letter for a real purpose eg to  comment on an emotive issue. | | |
| **Instructions** | Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to make  them easier to follow. | | | | | | |
| **Recount** | Write a recount based on the same subject such as a  historical event, for contrasting audiences, shifting levels of  formality. | | | | Practice writing a recount with word limits, so that the pupils  are 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 used  to develop characterisation  and move the action forward. | Write a short story with a distinct atmosphere eg suspense, panic, humour etc, | Transform a play into  narrative. Use paragraphs to vary pace and emphasis.  Describe the setting referring to all of the senses and vary sentence length to  achieve a particular effect. Use dialogue at key points to move the story on and  reveal new information. | Plan and write a story with two narrators,  to tell the story from  different perspectives,  demonstrating shifts in  formality. | | Plan and write an extended short story using expressive and figurative language, describing  how 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 to  move the action on. | |
| **Non-Chronological Report** | Write a report in a formal style, selecting correct  vocabulary and grammatical structure that reflect the  level of formality required. | | | Write a report in an informal style, selecting correct vocabulary and  grammatical structures that reflect the level of formality required. | | | |
| **Persuasion** | Construct an effective persuasive argument using  persuasive language techniques to deliberately  influence the reader, and to develop a point logically  and effectively. | | | Adapt a piece of writing for different audiences and in different  forms, shifting levels of formality eg a formal speech and an  informal speech. | | | |
| **Instructions** | Interweave instructions and procedures into another text type. | | | | | | |
| **Recount** | Write a biography. Select a specific style and form to  suit a specific audience. | | | Write an autobiography. Select a specific style and form to suit a  specific 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 and  one in the past tense. | | | | Incorporate an explanation within another text type. | | |
| **Poetry** | Free Verse (Remembrance Day) | | Iambic Pentameter (Shakespeare) | | | Ottava Rima | |