

Weston-on-Trent C of E Primary School
English Long-term Planner 2023-24



Eagles 2023-24	AUTUMN 1 7 weeks (0.5 week settling in)			AUTUMN 2021 7 weeks			SPRING 1 6 weeks		SPRING 2 5 weeks		SUMMER 1 6 weeks		SUMMER 2 7 weeks		
	Non-fiction 3 weeks	Poetry 1 week (poetry recital in assembly)	Fiction 3 weeks (piece to share in staff meeting)	Poetry 1 week (poet visit)	Fiction 3 weeks	Non-fiction 3 weeks (assessment piece for moderation)	Fiction 3 weeks	Non-fiction 3 weeks (piece to share in staff meeting/with parents)	Fiction 3 weeks	Poetry 2 weeks (poetry recital in assembly) *Y6 moderation non-fiction writing instead	Non-fiction 3 weeks	Fiction 3 weeks (piece to share in staff meeting/with parents)	Non-fiction 3 weeks	Poetry 1 week	Fiction 3 weeks (transition piece to share with next teacher)
Model Text and text type	<i>The Day the Crayons Quit</i> by Drew Daywalt (letter of complaint)	The Troll by Jack Prelutsky to perform in assembly	<i>The night before D-Day</i> (narrative with first person narrator, including dialogue)	Match Day Sonnet by Nadryv (Climactic moment with emotions e.g. football penalty, public speaking, musical performance)	Mystery narrative Searching for something the audience doesn't know at first. Sam's Thief (Y6 Model Texts Pie Corbett pg 52 but with added paragraph reflected back to car theft)	Y6 Additional Moderation Piece – Non-fiction Newspaper report based on real-life article 'Primary school closed after sinkhole found in playground' Greater depth – something on motorway SEND - recount	Y6 Moderation Piece 1 – Narrative fiction including speech <i>Flashback narrative of plane crash into Amazon jungle</i> Greater depth innovation – flashback to a fear that's being faced	Y6 Moderation Piece 2 – Non-fiction Instructions – potions for a magic power (link to poetry performance in spring 2 – Macbeth witches scene) Greater depth innovation – asides and disclaimers to avoid being sued if potion has undesirable effects SEND – potion recipe	Y6 Moderation Piece 3 – fiction Battle scene (Use scene between Vikings to describe action and include dialogue) Greater depth – choose time period/imaginary time of history to have battle from e.g. Ancient Egypt, cat fight, Star Wars, WW1 trenches)	Y6 Moderation Piece 4 – Non-fiction Email of complaint about I'm a Celebrity-type horrendous hotel Greater depth – Air bnb online review reply from owners/legal representative apologising but not accepting blame	Y6 Moderation Piece 5 – Non-fiction persuasive leaflet Wellbeing tips for teens, informative report on tobacco use/smoking Greater depth – choose to do on something health-related e.g. screentime, physical exercise, sleep, healthy diet, mindfulness, hobbies, limiting stress	Y6 Moderation Piece 6 – Fiction Folktale/fable from another culture e.g. How the tiger got his stripes (traditional tale with moral, animal main character) OR Diary entry of refugee Greater depth – choose to focus on leaving home, journey, or arrival in UK.	Y6 Additional Moderation Piece – Non-fiction, Seaside information website (link to Geography – coasts) Greater depth – theme park or farm fun day out recommendation with first person celebrity endorsements	'Change' and 'Seasons' by Karl Nova (Spoken word/rap poetry)	Art-inspired creative fiction. Chn to write a story based on a piece of artwork, e.g. Poppy field by Monet, Mona Lisa by Da Vinci, Starry Night by Van Gogh, American Gothic by Grant Wood, The Persistence of Memory by Dali, Girl with a Pearl Earring by Vermeer. Finish year with letter to someone who inspired you (authors – can email)
Toolkit focus	Informal complaint : emotive language, give examples/facts, make demands, threats, persuasion, appeal		Dialogue to convey character or advance the action.		Planting clues and building suspense	Levels of formality in Standard and non-standard English	Flashback device				Persuasive advert devices: rule of 3, alliteration, memorable slogan, facts and statistics to back up claims, repetition, bullet point,				

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	to reader's morals, emphasise your rights and requirements, exaggerate, use personal pronouns, give time limit										rhetorical question, appeal to reader's vanity, use of buzzwords/ catchphrases, flattery ('a sensible person like yourself...'), shock/fear tactics e.g. 'did you know...?'						
Supporting texts/ resources	<i>The Day the Crayons Returned</i> by Drew Daywalt	<i>Where the Poppies Grow</i> by Hilary Robinson (WW1 poem with pattern of repeating lines)		<i>It's a great time to be royal blue; Responsibility</i> (poems by Paul Cookson)	Class novel, Y5 model text Pie Corbett pg 21 (opening lines)	<i>Article about the lorry spilling chickens across motorway</i>	<i>Characterisation through action, description or dialogue</i> (Y5 model texts Pie Corbett, pg 25)	Explanation text – how to survive a shipwreck/ a shark attack/ on a desert island (link to class novel) <i>How to trap an ogre</i> (Y6 Model texts Pie Corbett, pg 89-91)			<i>Stay fit – keep healthy</i> (Y6 model texts Pie Corbett, pg 93)	<i>The ant and the grasshopper</i> (Y5 model texts Pie Corbett pg 52) <i>Evacuee recount</i> (Y5 model texts Pie Corbett, pg 78)	Y5 Model texts Pie Corbett pg 97)	<i>Anger is... Fear is... (emotion poems, personification, similes and metaphors to describe each as a colour)</i> <i>Centre for Literacy in Primary Education teaching resource (CLPE)</i>			
SPaG	With KL: relative pronouns and relative clauses with commas (who, which, that, whose, whom); adverbial phrases (time, place, manner, quantity, frequency); past tenses – simple, perfect, progressive/ continuous; identifying the subject and object of a sentence, active voice. With DH, non-fiction text type: Modal verbs; commands (imperative verbs); rhetorical questions; colon to introduce a list, clarify or give example; informal language (contractions, question stems, abbreviations, colloquialisms, slang, dialect words), pronouns. With DH, poetry text type: expanding noun phrases, vocabulary, adjectives, determiners. With DH: fiction text type: direct speech; powerful verbs, converting irregular verbs to past tense.			With KL: Determiners; subordinating conjunctions; commas in a list, after fronted adverbials and to mark embedded clauses. With DH, poetry text type: prepositional phrases, vocabulary, nouns. With DH, fiction text type: expanded speech; co-ordinating conjunctions; ellipsis; when to start a new paragraph. With DH, non-fiction text type: reported speech; brackets for parenthesis; facts and opinions; apostrophes for possession; Standard formal English.			With KL: Passive voice; colons and semi-colons in sentences With DH, non-fiction text type: past simple, perfect and progressive/ continuous tenses; exclamation mark; adverbial phrases for manner/place. With DH, fiction text type: Formal language; bullet points for a list; colon to introduce a list; semi-colons between items in a list; fronted time adverbials; brackets for parenthesis.			With KL: present tenses – simple, perfect, progressive/ continuous; brackets, dashes, commas for parenthesis With DH, fiction text type: types of nouns; dashes for emphasis or an aside. With DH, non-fiction text type: subordinating conjunctions; relative clauses; comparatives and superlatives, formal Standard English; passive voice; semi-colons for a related main clause.			With KL: hyphens and commas to avoid ambiguity; subjunctive form; modal verbs. With DH, non-fiction text type: rhetorical questions; present tenses – simple, perfect, progressive/ continuous; key scientific vocabulary; apostrophes for contraction. With DH, fiction text type: abstract nouns; expanded noun phrases, relative clauses; when to start a new paragraph.			With KL: Standard English; apostrophes for contraction and possession; determiners; tenses. With DH: further revision appropriate to the text type, depending on need.	

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Speaking and Listening	Rally tennis – places the crayons could go	Perform poetry in front of an audience	Conversations between 2 characters – partner practice in role or improvise.	Perform poetry in front of an audience	Police interview of a suspect – hot seat, magic microphone	News reporter questions eyewitness – hot seat	Freeze-frame the scene before and the scene after the flashback.	Stand-up, hand-up, pair-up – discuss what magic power would the potion give you? Why?	Freeze-frame – hold position for mental snapshot of the scene	Quiz, quiz trade – key vocabulary/ synonyms	Class debate.	Act out the story – role play.	‘Speed dating’ – taking turns from role cards describing ideal day at the beach for different ages/ types of people (thinking in role)	Perform poetry in front of an audience.	
					Mock trial – chn as lawyers/ judges		Facial expressions to show different emotions – guess which?		Mime the actions in slow motion	Convince me – why should I reimburse you for your holiday stay?	Child as expert – hot seat	Story stick – go around table, each saying one part of the story.		Conscience corridor – chn whisper how person may be feeling/ thinking as they walk between.	
					Pictionary – deciding on clues					Taboo – describe the problem without using particular words	Four corners – move to one of four corners depending on opinion				
					Mime the crime.						Diamond nine activity and group discussion				
	History – Diary extract from evacuee during WW2. One-sided argument text about evacuees being sent to the countryside. Persuasive adverts/radio adverts for joining the Home Guard, following rationing and blackout rules, Make do and mend. Explanation text – what to do in the event of an air-raid siren. Instruction text – how to build an Anderson/Morrison shelter.			History – Non-chronological report or newspaper report about WW2 rescue at Dunkirk. Interview with member of Windrush generation upon arrival from Caribbean or after wrongly deported.			Geography/women’s rights – Amelia Earhart letter to American Aviation Administration arguing that women should be allowed pilots’ licences.		Science – global warming and climate change due to pollution.		PSHE – health and wellbeing persuasive leaflet (use knowledge from spring 2 Jigsaw unit ‘Healthy me’ and Y6 spring 2 Science unit on diet, drugs and lifestyle) Computing – E-safety agony aunt letter replies giving advice. Music – compare and contrast two eras of music (80s rock and 20s jazz), similarities and differences, likes and dislikes.		Art-inspired creative writing piece. Transition poetry. Letters to secondary school teachers.		
Class novel (one half term at least to be non-fiction book)	The Amazing Story of Adolphus Tips by Michael Morpurgo (historical fiction – WW2 link, diary genre, shortlisted for Blue Peter Book Award 2006) Rose Blanche Ian McEwan and Roberto Innocenti (Picture book) Carrie’s War Nina Bowden (Classic fiction – WW2 link)			A Place Called Perfect by Helana Duggan (contemporary fiction – mystery genre, shortlisted for Waterstones Children’s Book 2018) London Eye Mystery Siobhan Dowd (contemporary autism theme, Bisto Book of the Year 2008)			Kensuke’s Kingdom by Michael Morpurgo (classic fiction – adventure genre, Pacific Ocean, Children’s Book Award 2000)		The Explorer Katherine Rundell (contemporary fiction – adventure genre, Amazon Jungle, Costa Children’s Book Award 2018)		The Boy at the Back of the Class by Onjali Q. Rauf (contemporary fiction – refugee theme, Waterstones Children’s Book Prize 2019) Illegal by Eoin Colfer (Graphic novel – refugee theme, 2021 Red Book Award, New York Times Best-selling author)		Overheard in a Tower Block Joseph Coelho (modern 2017 poetry collection from award-winning poet) Rhythm and Poetry Karl Nova (British hip hop artist and poet with Nigerian heritage - Shortlisted for the Centre for Literacy in Primary Education Poetry Award 2018) The Final Year by Matt Goodfellow (Poetry)		
Events	5.10.23 National Poetry Day: classes Eagles, Starlings, Robins to perform a famous poem (NC objective – learn a wide range of poetry by heart).			8.11.23 Paul Cookson poet visit (assembly and workshops).			23.1.24 National Handwriting Day: Could children from all classes create pieces of work to contribute to a display		8.3.24 World Book Day 21.3.24 World Poetry Day: classes Eagles, Kingfishers, Swallows						

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			showcasing our beautiful handwriting? National Storytelling week 29 th January – teachers read a different short storybook before/after lunch every day, children to choose their favourite to write a review about for display in reading corner or in library. To include picture books and stories from different cultures and traditions.	to perform a famous poem (<i>NC objective – learn a wide range of poetry by heart</i>).		
Monitoring and Assessment	Staff meeting week beginning 23.10.23 to share fiction narrative piece (focus on handwriting expectations, SPAG, Talk for Writing process). KS2 teachers to baseline assess pupils on statutory spelling lists if not done end of previous year.	Week beginning 11.12.23 subject leader moderation of a sample of books (non-fiction piece) against teacher assessment judgements.	Staff meeting week beginning 12.2.24 to share non-fiction piece (may be parent showcase breakfast linked to this). End of spring 1, KS2 teachers to assess pupils on statutory spelling lists.	Week beginning 25.3.24 subject leader moderation of a sample of books (fiction piece) against teacher assessment judgements.		Week beginning 1.7.24 subject leader moderation of a sample of books against teacher assessment judgements. End of summer 2, KS2 teachers to assess pupils on statutory spelling lists.

Talk for Writing impacts and encompasses the whole of the English curriculum – ensuring progress in writing, reading and SPaG combined. There is also a proven positive impact on Maths and Topic, as children become more articulate through the process.

Talk for Writing provides a consistency of practice across the phases. It gives all teachers a framework to follow, ensuring quality content and accurate progression, but allows for flexibility for creativity, keeping children engaged. This consistent framework enables children to internalise vocabulary and story structures, making a long-lasting improvement on their writing – practice makes permanent, not perfect.