



English Long-Term Plan

Milestone 1

At Pilgrim Academy, writing is taught through the use of an overarching text, in the form of a book or a short text, which assists in capturing the children's love of writing. Where possible and relevant, there is a purpose to the writing that children produce and children know what the end goal is. The genres included in the long-term plan for each year group have been selected to ensure that there is progression throughout Key Stage 1 and Key Stage 2. In addition to this, taught genres are revisited at later dates to ensure that knowledge and skills have been retained.

Overview Milestone 2	Autumn term	Spring term	Summer term
Text focus	The Three Little Pigs The Jolly Postman	Lila and the Secret Rain The three Little Javelinas	Snail and the Whale Meerkat Mail
Cycle 1	<p>Labels, lists and captions <i>Write labels, lists and captions for different inventions.</i></p> <p>Recount <i>Write recounts telling events from first hand experiences they remember.</i></p> <p>Traditional Stories including those with predictable and patterned language. <i>Write a re-telling of a traditional story.</i></p> <p>Character description <i>Sentences to describe the character in the main text.</i></p> <p>Vocabulary building (list poems) <i>Read list poems and write and perform own versions.</i></p>	<p>Recount <i>Write recounts retelling events from first hand experiences in form of letters and postcards</i></p> <p>Instructions <i>Write instructions for growing/making foods.</i></p> <p>Traditional tales from other cultures (Australia) <i>Read and retell a story from a different culture being studied in theme.</i></p> <p>Structure – rhyming couplets <i>Recite familiar poems by heart. Read, write and perform poems.</i></p>	<p>Explanations <i>Produce a simple explanation showing content has been clearly sequenced.</i></p> <p>Non-chronological reports <i>Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.</i></p> <p>Fictional Recount stories reflecting own experiences <i>Retell events based on personal experiences of a visit.</i></p> <p>Setting or character description <i>Sentences/paragraph to describe a setting or character in one of the texts studied.</i></p>

			Poetry <i>Personal responses to poetry. Recite familiar poems by heart.</i>
Text focus	If I were a kid aboard the Titanic Stubby	The Weather Monster Dear Earth	The Lighthouse Keeper's Lunch The Hodgeheg
Cycle 2	<p>Recount <i>Diary entry of the events studied.</i></p> <p>Retell the story of the event. <i>Write own version from one of the characters points of view or change one key part to make the event end in a different way.</i></p> <p>Poetry <i>Write a poem about one of the events.</i></p> <p>Character descriptions <i>Write descriptions of some of the key people named in the different events.</i></p> <p>** Must include recount from personal experience</p>	<p>Non-Chronological Report <i>Make class information book about extreme weather.</i></p> <p>Retell the story of the event. <i>Write own version of a story set in extreme weather conditions.</i></p> <p>Shape poetry <i>Write a poem about different extreme weathers.</i></p> <p>Setting description <i>Write descriptions of extreme weathers based on videos, pictures and audio clips.</i></p>	<p>Non-Chronological Report <i>Tourist brochures/leaflets for hedgehogs.</i></p> <p>Instructions for making structures, how to use different mechanisms. <i>Design a structure to help the hedgehogs get to safety.</i></p> <p>Story of building own megastructure <i>Write own story based on a structure.</i></p> <p>Structure/shape poems <i>Write a poem about the different structures/buildings using rhyming couplets and other features such as alliteration.</i></p> <p>Character/Setting descriptions <i>Write descriptions of where the structures/buildings are situated using visuals and other people's descriptions as a stimulus. Description of characters from the stories.</i></p>