



Long Term English Plan KS2

CYCLE A						
YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Back in Time Adventures	Stone Age to Iron Age	Life on the Wall	Take Action!	Anglo Saxon Myths & Legend	Rockcliffe Film Festival
Context (entitlement and enrichment)	Through exploration of texts in which the central characters travel back in time, children will use the Stone Age as a setting for their own stories. They begin by writing a back in time adventure with a journey into the past for their central character. Include text type features and focus skills, such as rich vocabulary; use of imagery; vivid description.	Children develop their skills in writing non-fiction texts, creating non-chronological reports using research gathered during topic lessons to create a non-chronological report about the Stone Age. They plan their own set of instructions about washing a woolly mammoth and then draft, edit and present their final written outcome.	Children's cross-curricular study of Roman Britain provides opportunities for both narrative and non-fiction writing. Children write in role through letters, diary entries, fictional recounts. They will consider sentence structure and organizational features to plan and write their own texts. They continue to build on skills in non-fiction from last term, designing and publishing a double-page spread for an information book on an aspect of Roman Britain.	During this half-term, International Women's Day and Earth Hour provide the children with several incidental writing opportunities in a range of genres. They begin by writing biographies, and recounts about famous female activists, in which events are explained, in order and are organised into paragraphs. They write in the simple past and present perfect tenses, using temporal and causal connectives and using organisational features such as a title and subheadings. They follow this up by writing persuasively on a number of issues. Earth Hour provides the inspiration for writing poetry for change. Children read, discuss and perform poems about change. They	Children begin the Summer term with narrative writing inspired by <i>Anglo Saxon Myths and Legends</i> building up to writing their own local legend with a perilous journey or quest for the hero, where they have the opportunity to demonstrate and consolidate their Y3 learning and skills as a writer. Their story describes a series of exciting events leading to a high impact resolution, building excitement as the hero faces and overcomes adversity. Clues are given to a local setting in and they use of an effective blend of action, dialogue and description.	Children enter their final half-term by developing their performance and play-writing techniques. They learn to use dialogue, tense, pronouns. They role-play, write and perform their own play scripts inspired by the local coastal environment. They move on to creating mystery stories, using the familiar setting of Rockcliffe for scene-setting and building tension and suspense.



				study prepositions and expanded noun phrases, before planning, writing and publishing a poem on this theme.		
Writing outcomes Across each term, pupils will write six extended, independent outcomes using skills taught.	Children will write: 1. A character description of the boy or Om from Stone Age boy 2. A back-in-time adventure - 'The Day I fell into the Stone Age' 3. A story ending for 'Stig of the Dump'	Children will write: 4. A non-chronological report 'The Whitleyosaurus' 5. A report for the News Guardian about a local find of prehistoric artefacts 6. Instructions on how to wash a woolly mammoth	Children will write: 1. A postcard from a Roman soldier (following a visit to Segedunum Fort and workshop on the Vindolanda tablets) 2. A double page for a Dorling Kindersley book about Roman Britain 3. A diary of a Roman soldier	Children will write: 4. A persuasive speech on climate action 'How Dare You!' (inspired by Greta's famous speech) 5. A letter to persuade Rockcliffe families to buy Fairtrade 6. A poem about change	Children will write: 1. A local legend - 'The Whitley Worm' 2. A quest story - The Tynemouth Diamond (based on the local legend of Jingling Geordie) 3. A non-chronological report - Dragonology	Children will write: 4. A story-board leading to a local adventure story 'The Blue Balloon' (inspired by the wordless French film, 'The Red Balloon') 5. A mystery and suspense story - 'The Secret Room', inspired by the bricked up window at Rockcliffe 6. A playscript adaptation of a chapter of 'The Invention of Hugo Cabret'
Text type and key texts (breadth and balance)	Fiction: Back in Time Adventures Stone Age Boy - Satoshi Kitamura Stig of the Dump - Clive King The Secret Cave: Discovering Lascaux - Emily Arnold McCully	Fiction: How to Wash a Woolly Mammoth - Michelle Robinson & Kate Hindley Nonfiction: Range of non-fiction books about The Stone Age to Iron Age, The Secrets of	Fiction: Myths Romans on the Rampage (Jeremy Strong), The Orchard Book Of Roman Myths (Geraldine McCaughrean & Emma Chichester Clark) Nonfiction: Selection from SLS about	Nonfiction: Information texts about environmental issues & human rights: We Are All Born Free: The Universal Declaration of Human Rights in Pictures (Amnesty International), What	Fiction: Myths and Legends Illustrated Tales of King Arthur (Sarah Courtauld & Natasha Kuricheva), The Buried Crown (Ally Sherrick), The Princess Who Hid in a Tree (Jackie	Fiction: Stories adapted for the 'Big Screen' The Invention of Hugo Cabret (Brian Selznick), The Iron Man (Ted Hughes), Jumanji (Chris Van Allsburg) Poetry: Buttons



		Stonehenge & Stone Age, Bone Age (Mick Manning & Brita Granström)	Ancient Rome and Roman Britain	A Waste: Rubbish, Recycling, and Protecting our Planet (Jess French), No One Is Too Small to Make a Difference - Greta Thunberg Fiction: Malala's Magic Pencil - Malala Yousafzai Poetry: Poetry for a Change anthology, All the Wild Wonders (Various Poets, Wendy Cooling - Editor & Piet Grobler - Illustrator)	Holderness), various <i>local legends</i> Poetry: Crazy Camelot: Excalibur the Magic Sword (Tony Mitton - Hachette Books) Non-fiction texts: Selection about Anglo Saxons and Scots, The History Detective Investigates: Anglo-Saxons (Neil Tonge)	(Robert Peake) Nonfiction: Children's Book of Cinema (Dorling Kindersly)
Assessment opportunities (formative and summative)	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces

CYCLE B						
YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Amazing Americas	Into the Forest	Ancient Greece	Take Action!	The Firework Maker's Daughter	Rockcliffe Poetry Festival
Context (entitlement and enrichment)	Through exploration of texts linked to the experiences of indigenous people, European settlers and enslaved people, children will write in role through letters ,	Children move on to exploring the forest as a setting for stories. They write a 'twisted' fairy tale with characters who represent the archetypical opposites	Children's cross-curricular study of Ancient Greece provides opportunities for both narrative and non-fiction writing. They begin by writing a myth with a long and	Write an explanation of the chocolate making process in which the steps or phases of the process are explained logically, in order and are organised into	Children begin the Summer term with narrative writing based on <i>The Firework Maker's Daughter</i> , building up to writing their own adventure story	Children enter their final half-term by developing their performance and poetry writing techniques. They explore rhythm, rhyme and repetition



	diary entries, recounts and reports. They will consider sentence structure and organizational features to plan and write their own texts	and a series of events and, in which good eventually triumphs over evil. They further develop their skills in writing non-fiction texts, creating non-chronological reports using research gathered during topic lessons. They write reports about the rainforest and its creatures, including a persuasive letter, detailing the environmental threats faced.	dangerous journey or quest for the hero. Include text type features and focus skills, such as rich vocabulary; use of imagery; vivid description; use of symbols. They produce info texts about Greece, showing greater awareness of the impact of structure and layout on the page.	paragraphs. It is written in the simple present tense, using temporal and causal connectives and features a title and images or a diagram.	which includes a setting in another culture, where they have the opportunity to demonstrate and consolidate their Y3 learning and skills as a writer. Their story describes a series of exciting events leading to a high impact resolution, building excitement as the hero faces and overcomes adversity. Clues are given to a setting in another culture and they use of an effective blend of action, dialogue and description.	in poems from the text <i>Poems Aloud</i> and other fun poems. They learn to use fronted adverbials and homophones in sentences and write their own poem inspired by the local environment. They select one of their poems to learn and perform.
Writing outcomes Across each term work, pupils will write six extended, independent outcomes using skills taught.	Children will write: 1. A diary entry as Jessie; an early European immigrant to New York 2. A biography of Harriet Tubman 3. A speech that describes the world they would like to live in (inspired by Martin Luther King) - 'I have	Children will write: 4. A non-chronological report about a newly discovered rainforest creature - 'The Sneagleator'. 5. A persuasive letter from a Rainforest tribe to the world 6. An innovation of the Red Riding Hood tale; given a	Children will write: 1. A description of a mythical creature 2. A retelling of a Greek myth 3. Their own Greek Myth	Children will write: 4. An explanation text about the journey of chocolate from bean to bar 5. A letter to persuade Rockcliffe families to buy Fairtrade 6. An information leaflet about Fairtrade	Children will write: 1. A quest story about a journey to the Sea Goblin's Grotto, to seek the Golden Conch 2. Write a Journey story based on Aaron Becker's book of the same name 3. A quest story - The Quest for the Tynemouth Diamond	Children will write: 4. A poem with rhyming couplets 5. An acrostic poem 6. A poem, using a structure they have learnt, celebrating Whitley Bay



	a dream...'	rainforest setting				
Text type and key texts (breadth and balance)	Fiction: Issues and dilemmas leading to discussion in NF - Shi-shi-etko and Shin-chi's Canoe (Nicola I. Campbell), When Jessie Came Across the Sea, (Amy Hest), Coming to England, (Floella Benjamin). Nonfiction texts about: Harriet Tubman, Rosa Parks and Martin Luther King Jr.	Fiction: Traditional Tales The Great Kapok Tree & The Shaman's Apprentice (Lynne Cherry), Into the Forest (Anthony Browne), Little Red Riding Hood (Perrault & Brothers Grimm) Poetry: Little Red Riding Hood and the Wolf (Roald Dahl) Nonfiction texts about: Rainforests	Fiction: Myths The Orchard Book of Greek Myths (Geraldine McCaughrean & Emma Chichester Clark) Poetry: Falling Out of the Sky: Poems about Myths and Monsters (Edited by Rachel Piercey & Emma Wright) Nonfiction: Selection about Ancient Greece	Non-fiction: Information texts Explore!: Fair Trade (Jillian Powell), Chocolate: from Bean to Bar (Anita Ganeri), Fair Trade First (Sarah Ridley)	Fiction: Set in another culture The Firework Maker's Daughter (Phillip Pullman)	Fiction: Poetry Poems Aloud, (Joseph Coelho)
Assessment opportunities (formative and summative)	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces

CYCLE A						
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Back in Time Adventures	Stone Age to Iron Age	Life on the Wall	Take Action!	Anglo Saxon Myths & Legend	Rockcliffe Film Festival
Context (entitlement and enrichment)	Through exploration of texts in which the central characters travel back in time, children will use the Stone Age as a	Children develop their skills in writing non-fiction texts, creating non-chronological reports using research gathered	Children's cross-curricular study of Roman Britain provides opportunities for both narrative and non-fiction writing.	During this half-term, International Women's Day and Earth Hour provide the children with several incidental writing opportunities in a range of genres. They	Children begin the Summer term with narrative writing inspired by <i>Anglo Saxon Myths and Legends</i> building up to	Children enter their final half-term by developing their performance and play-writing techniques. They learn



	setting for their own stories. They begin by writing a back in time adventure with a journey into the past for their central character. Include text type features and focus skills, such as rich vocabulary; use of imagery; vivid description.	during topic lessons to create a non-chronological report about the Stone Age. They plan their own set of instructions about washing a woolly mammoth and then draft, edit and present their final written outcome.	Children write in role through letters, diary entries, fictional recounts They will consider sentence structure and organizational features to plan and write their own texts. They continue to build on skills in non-fiction from last term, designing and publishing a double-page spread for an information book on an aspect of Roman Britain.	begin by writing biographies, and recounts about famous female activists, in which events are explained, in order and are organised into paragraphs. They write in the simple past and present perfect tenses, using temporal and causal connectives and using organisational features such as a title and subheadings. They follow this up by writing persuasively on a number of issues. Earth Hour provides the inspiration for writing poetry for change. Children read, discuss and perform poems about change. They study prepositions and expanded noun phrases, before planning, writing and publishing a poem on this theme.	writing their own local legend with a perilous journey or quest for the hero, where they have the opportunity to demonstrate and consolidate their Y3 learning and skills as a writer. Their story describes a series of exciting events leading to a high impact resolution, building excitement as the hero faces and overcomes adversity. Clues are given to a local setting in and they use of an effective blend of action, dialogue and description.	to use dialogue, tense, pronouns. They role-play, write and perform their own play scripts inspired by the local coastal environment. They move on to creating mystery stories, using the familiar setting of Rockcliffe for scene-setting and building tension and suspense.
Writing outcomes Across each term, pupils will write six extended, independent	Children will write: 1. A character description of the boy or Om from Stone Age boy 2. A back-in-time adventure - 'The Day	Children will write: 4. A non-chronological report 'The Whitleyosaurus' 5. A report for the News Guardian about a local find of	Children will write: 1. A postcard from a Roman soldier (following a visit to Segedunum Fort and workshop on the Vindolanda tablets)	Children will write: 4. A <i>persuasive speech on climate action</i> 'How Dare You!' (inspired by Greta's famous speech) 5. A letter to	Children will write: 1. A local legend - 'The Whitley Worm' 2. A quest story - The Tynemouth Diamond (based on the local legend of Jingling	Children will write: 4. A story-board leading to a local adventure story 'The Blue Balloon' (inspired by the wordless French film, 'The Red Balloon')



outcomes using skills taught.	I fell into the Stone Age' 3. A story ending for 'Stig of the Dump'	prehistoric artefacts 6. Instructions on how to wash a woolly mammoth	2. A double page for a Dorling Kindersley book about Roman Britain 3. A diary of a Roman soldier	<i>persuade Rockcliffe families to buy Fairtrade</i> <i>6. A poem about change</i>	Geordie) 3. A non-chronological report - Dragonology	5. A mystery and suspense story - 'The Secret Room', inspired by the bricked up window at Rockcliffe 6. A playscript adaptation of a chapter of 'The Invention of Hugo Cabret'
Text type and key texts (breadth and balance)	Fiction: Back in Time Adventures Stone Age Boy - Satoshi Kitamura Stig of the Dump - Clive King The Secret Cave: Discovering Lascaux - Emily Arnold McCully	Fiction: How to Wash a Woolly Mammoth - Michelle Robinson & Kate Hindley Nonfiction: Range of non-fiction books about The Stone Age to Iron Age, The Secrets of Stonehenge & Stone Age, Bone Age (Mick Manning & Brita Granström)	Fiction: Myths Romans on the Rampage (Jeremy Strong), The Orchard Book Of Roman Myths (Geraldine McCaughrean & Emma Chichester Clark) Nonfiction: Selection from SLS about Ancient Rome and Roman Britain	Nonfiction: Information texts about environmental issues & human rights: We Are All Born Free: The Universal Declaration of Human Rights in Pictures (Amnesty International), What A Waste: Rubbish, Recycling, and Protecting our Planet (Jess French), No One Is Too Small to Make a Difference - Greta Thunberg Fiction: Malala's Magic Pencil - Malala Yousafzai Poetry: Poetry for a Change anthology, All the Wild Wonders	Fiction: Myths and Legends Illustrated Tales of King Arthur (Sarah Courtauld & Natasha Kuricheva), The Buried Crown (Ally Sherrick), The Princess Who Hid in a Tree (Jackie Holderness), various <i>local legends</i> Poetry: Crazy Camelot: Excalibur the Magic Sword (Tony Mitton - Hachette Books) Non-fiction texts: Selection about Anglo Saxons and Scots, The History Detective Investigates: Anglo-Saxons (Neil Tonge)	Fiction: Stories adapted for the 'Big Screen' The Invention of Hugo Cabret (Brian Selznick), The Iron Man (Ted Hughes), Jumanji (Chris Van Allsburg) Poetry: Buttons (Robert Peake) Nonfiction: Children's Book of Cinema (Dorling Kindersly)



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CYCLE B						
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Amazing Americas	Into the Forest	Ancient Greece	Take Action!	The Firework Maker's Daughter	Rockcliffe Poetry Festival
Context (entitlement and enrichment)	Through exploration of texts linked to the experiences of indigenous people, European settlers and enslaved people, children will write in role through letters, diary entries, recounts and reports . They will consider sentence structure and organizational features to plan and write their own texts.	Children move on to exploring the forest as a setting for stories. They write a 'twisted' fairy tale with characters who represent the archetypal opposites and a series of events and, in which good eventually triumphs over evil. They further develop their skills in writing non-fiction texts, creating non-chronological reports using research gathered during topic lessons. They write	Children's cross-curricular study of Ancient Greece provides opportunities for both narrative and non-fiction writing. They begin by writing a myth with a long and dangerous journey or quest for the hero. Include text type features and focus skills, such as rich vocabulary; use of imagery; vivid description; use of symbols. They produce info texts about Greece, showing greater	Write an explanation of the chocolate making process in which the steps or phases of the process are explained logically, in order and are organised into paragraphs. It is written in the simple present tense, using temporal and causal connectives and features a title and images or a diagram.	Children begin the Summer term with narrative writing based on <i>The Firework Maker's Daughter</i> , building up to writing their own adventure story which includes a setting in another culture , where they have the opportunity to demonstrate and consolidate their Y3 learning and skills as a writer. Their story describes a series of exciting events leading to a high impact resolution, building excitement as	Children enter their final half-term by developing their performance and poetry writing techniques. They explore rhythm, rhyme and repetition in poems from the text <i>Poems Aloud</i> and other fun poems. They learn to use fronted adverbials and homophones in sentences and write their own poem inspired by the local environment. They select one of their poems to learn and perform.



		reports about the rainforest and its creatures, including a persuasive letter , detailing the environmental threats faced.	awareness of the impact of structure and layout on the page.		the hero faces and overcomes adversity. Clues are given to a setting in another culture and they use of an effective blend of action, dialogue and description.	
Writing outcomes Across each term, pupils will write six extended, independent outcomes using skills taught.	Children will write: 1. A diary entry as Jessie; an early European immigrant to New York 2. A biography of Harriet Tubman 3. A speech that describes the world they would like to live in (inspired by Martin Luther King) - 'I have a dream...'	Children will write: 4. A non-chronological report about a newly discovered rainforest creature - 'The Sneagleator'. 5. A persuasive letter from a Rainforest tribe to the world 6. An innovation of the Red Riding Hood tale; given a rainforest setting	Children will write: 1. A description of a mythical creature 2. A retelling of a Greek myth 3. Their own Greek Myth	Children will write: 4. An explanation text about the journey of chocolate from bean to bar 5. A letter to persuade Rockcliffe families to buy Fairtrade 6. An information leaflet about Fairtrade	Children will write: 1. A quest story about a journey to the Sea Goblin's Grotto, to seek the Golden Conch 2. Write a Journey story based on Aaron Becker's book of the same name 3. A quest story - The Quest for the Tynemouth Diamond	Children will write: 4. A poem with rhyming couplets 5. An acrostic poem 6. A poem, using a structure they have learnt, celebrating Whitley Bay
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	Tubman, Rosa Parks and Martin Luther King Jr.	Wolf (Roald Dahl) Nonfiction texts about: Rainforests	Nonfiction: Selection about Ancient Greece			
Assessment opportunities (formative and summative)	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces

End Points: Key Stage 2	
Year 3	Year 4
Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types using: extending the range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials, using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech	Children in Year 4 will be confident in discussing and recording their ideas when planning. Increase confidence seen in narrative and non-narrative writing through creating settings, characters and plot, organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use a dictionary to help check spelling mistakes.