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| **St Joseph’s RC Primary School****English Long Term Plan** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | Read Write IncPhase 1 (environmental instrumental, body percussion) | Read Write Inc Phase 1 (environmental, instrumental, body percussion)Read Write IncPhase 1 (rhythm and rhyme, alliteration, oral blending and segmenting) | Read Write IncPhase 1 (rhythm and rhyme, alliteration, oral blending and segmenting) | Read Write IncPhase 1 (rhythm and rhyme, alliteration, oral blending & segmenting)Read Write IncSet 1**m, a, s ,d, t, i, n ,p,****g, o, c, k** | Read Write IncSet 1**m, a, s ,d, t, i, n ,p,****g, o, c, k****Oral Blending****Segmenting** | Read Write IncSet 1**m, a, s, d, t, i, n, p,****g ,o ,c, k****Oral Blending****Segmenting** |
| **Reception** | Read Write IncSet 1**m, a, s ,d, t, i, n ,p,****g, o, c, k, u, b, f, e, l, h, sh, r, j, v**Blending and segmenting words | Read Write IncSet 1**m, a, s ,d, t, i, n ,p,****g, o, c, k, u, b, f, e, l, h, sh, r, j, v**Blending and segmenting words | Read Write IncSet 1**Y, w, th, z, ch, qu, x ng, nk**Holding a sentence | Read Write IncSet 1**Y, w, th, z, ch, qu, x ng, nk**Holding a sentence  | Read Write IncSet 2**Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy**Holding a sentence and capital letters and full stops | Read Write IncSet 2**Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy**Holding a sentence and capital letters and full stops |
| **Year 1** | Topic Write: Our Local AreaRWI Set 2 & 3Sounds Blending and Segmenting | Topic Write: My Family HistoryRWI Set 2 & 3Sounds Blending and Segmenting | Cracking Writing: Retelling a traditional taleRWI Set 2 & 3Sounds Blending and Segmenting | Telling a story with a predictable refrainRWI Set 2 & 3Sounds Blending and Segmenting | Writing a report/information textRWI Set 2 & 3Sounds Blending and Segmenting | Writing a report/information textRWI Set 2 & 3Sounds Blending and Segmenting |
| **Year 2** | Writing a story about a pet with a problemWriting a past tense recountWriting a new version of a traditional tale | Writing a real-life storyWriting instructionsWriting a real-life adventure about an animal in trouble | Writing an information reportWriting a new poem based on a modelWriting an explanation text. |
| **Year 3** | Write a story about a characterWrite a report/ information textWrite a story in the first person | Continuing a fantasy storyWriting an explanatory textWriting a story with a strong setting | Writing a report/information textWriting a new poem based on a modelWriting an instructional text |
| **Year 4** | Continuing a fantasy adventure storyWriting a present tense report/information textWriting a real life story | Creating an historical settingWriting a persuasive text/advertWriting an adventure story | Writing a past tense report/information textWriting new lines for a rhyming poemWriting an explanatory text |
| **Year 5** | Using a dialogue in a mystery story.Writing an autobiographical recount.Writing a myth or legend. | Writing a fantasy story.Writing a third person account.Retelling events from a different characters viewpoint. | Writing an information/report text.Writing new lines for a rhyming poem.Writing an historical information text. |
| **Year 6** | Using dialogue to clarify relationships and advance plotWriting a formal information textRetelling part of a storyWriting and informal and procedural text (instructions) | Developing a story within its settingSAT’s Writing Based around Novel | SAT’s writing Based around a novelManchester transition Read  |