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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 Inc  Phase 1 (environmental instrumental, body percussion) | Read Write Inc  Phase 1 (environmental, instrumental, body percussion)  Read Write Inc  Phase 1 (rhythm and rhyme, alliteration, oral blending and segmenting) | Read Write Inc  Phase 1 (rhythm and rhyme, alliteration, oral blending and segmenting) | Read Write Inc  Phase 1 (rhythm and rhyme, alliteration, oral blending & segmenting)  Read Write Inc  Set 1  **m, a, s ,d, t, i, n ,p,**  **g, o, c, k** | Read Write Inc  Set 1  **m, a, s ,d, t, i, n ,p,**  **g, o, c, k**  **Oral Blending**  **Segmenting** | Read Write Inc  Set 1  **m, a, s, d, t, i, n, p,**  **g ,o ,c, k**  **Oral Blending**  **Segmenting** |
| **Reception** | Read Write Inc  Set 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 Inc  Set 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 Inc  Set 1  **Y, w, th, z, ch, qu, x ng, nk**  Holding a sentence | Read Write Inc  Set 1  **Y, w, th, z, ch, qu, x ng, nk**  Holding a sentence | Read Write Inc  Set 2  **Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy**  Holding a sentence and capital letters and full stops | Read Write Inc  Set 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 Area  RWI Set 2 & 3  Sounds Blending and Segmenting | Topic Write: My Family History  RWI Set 2 & 3  Sounds Blending and Segmenting | Cracking Writing: Retelling a traditional tale  RWI Set 2 & 3  Sounds Blending and Segmenting | Telling a story with a predictable refrain  RWI Set 2 & 3  Sounds Blending and Segmenting | Writing a report/  information text  RWI Set 2 & 3  Sounds Blending and Segmenting | Writing a report/  information text  RWI Set 2 & 3  Sounds Blending and Segmenting |
| **Year 2** | Writing a story about a pet with a problem  Writing a past tense recount  Writing a new version of a traditional tale | | Writing a real-life story  Writing instructions  Writing a real-life adventure about an animal in trouble | | Writing an information report  Writing a new poem based on a model  Writing an explanation text. | |
| **Year 3** | Write a story about a character  Write a report/ information text  Write a story in the first person | | Continuing a fantasy story  Writing an explanatory text  Writing a story with a strong setting | | Writing a report/information text  Writing a new poem based on a model  Writing an instructional text | |
| **Year 4** | Continuing a fantasy adventure story  Writing a present tense report/information text  Writing a real life story | | Creating an historical setting  Writing a persuasive text/advert  Writing an adventure story | | Writing a past tense report/information text  Writing new lines for a rhyming poem  Writing 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 plot  Writing a formal information text  Retelling part of a story  Writing and informal and procedural text (instructions) | | Developing a story within its setting  SAT’s Writing Based around Novel | | SAT’s writing Based around a novel  Manchester transition Read | |