

Cleobury Mortimer Primary School

Long Term Planning – English 2023-24

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Let's Celebrate! Child initiated topics | People Who Help Us Child initiated topics | Ready, Steady Grow! Child initiated topics | Creatures, Great and Small Child initiated topics | | |
| | A range of traditional nursery rhymes and modern rhymes from the Poetry Basket will also be used throughout the year to develop language patterns and vocabulary. | | | | | |
| Key Texts <i>TAW Text</i> Heavy focus <i>Light focus</i> | Sleeping Beauty Prince Cinders Snow White Shhh! The Naughty Bus Focus:setting | Owl Babies Night Monkey, Day Monkey Peace at Last Can't You Sleep Little Bear? Focus:suspense | The Tiny Seed Titch Fran's Flower How to Grow a Dinosaur Focus:characterisat ion | The Tiger Who Came to Tea The Very Hungry Caterpillar Handa's Surprise The Shopping Basket Focus:dialogue | How to Catch a Star Aliens Love Underpants Whatever Next! Here Come the Aliens Focus:description | The Three Little Pigs Goldilocks and the Three Bears A Squash and a Squeeze Miss Brick the Builders' Baby Fox's Socks Rabbit's nap Focus:openings and endings |
| | <p><u>Reading objectives</u></p> <p><u>22-36 months</u></p> <p>Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><u>30-50 months</u></p> <p>I can enjoy rhyming and rhythmic activities. I can show an awareness of rhyme and alliteration. I can recognise rhythm in spoken words.</p> | | | | | |

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| | <p><u>Writing objectives</u> <u>22-36 months</u> •Distinguishes between the different marks they make.</p> <p><u>30-50 months</u> •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places.</p> | | | | | |
| Phonics | Daily phonics following Essential Letters and Sounds Phase 1 | | | | | |
| Reception | Let's Celebrate! Child initiated topics | | People Who Help Us Child initiated topics | | Ready, Steady Grow! Child initiated topics | |
| | Recognising own name Copying own name Rhyming words and stories – learning to continue a rhyming string. Sound differentiation. Telling stories through pictures. Mark making in different textures Fine motor challenges to strengthen grip | Write own name Difference between fiction and non-fiction Sequencing pictures from familiar stories Christmas cards, letters to Santa, lists. Individual readers Mark making in different textures | Write with a range of letters Writing table for independent writing Phonics application station Fine motor challenges to strengthen grip Writing name in Chinese (Chinese new year) Story mapping | Making signs for role-play corner Labelling life-cycles Write a simple caption or sentence. Use non-fiction books to find answers to our questions Make a class non-fiction book. Writing labels. Individual readers | Storyboards/story maps. Writing simple sentences. Instructional writing. Writing labels and captions. Group reading | Write simple facts and descriptions. Story sequencing, simple and complex sentences. Simple stories. My favourite Reception memory. Group reading |
| Key Texts <i>T4W Text</i> Heavy focus <i>Light focus</i> | The Gruffalo Oh No George Funnybones You Be You On Sudden Hill Postman Bear A range of traditional and modern Nursery rhymes from the poetry basket will also be used Focus: setting | The Nativity Goodnight Moon The Night Before Christmas Rama and Sita Guy Fawkes The Jolly Christmas Postman Focus: suspense | Polar Bear Polar Bear Frozen Stick Man The Snow Lambs Jack Frost The Snowman/The Snowdog One Snowy Night Focus: characterisation | Jack and the Beanstalk Jasper's Beanstalk How to Grow a Dinosaur The Tiny Seed Eddie's Garden Jack and the Flumflum Tree Focus: dialogue | The Ugly Duckling On The Way Home Little Red Hen Farmer Duck Rosie's Walk Whatever Next Focus: description | The Very Hungry Caterpillar Superworm The Very Busy Spider What the Ladybird Heard The Bad Tempered Ladybird Focus: openings and endings |
| | <u>Reading Objectives</u> | | | | | |

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| | <ul style="list-style-type: none"> • Read some common irregular words. • Identify rhymes and alliteration. • Join in with rhyming patterns. • Read & understand simple sentences. • Demonstrate understanding when talking with others about what they have read. • Make basic predictions. • Identify start & end of a sentence. <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • Write simple sentences which can be read by themselves & others. • Write name (correct upper & lower case). • Use capital letters and full stops to demarcate sentences. • Write clearly demarcated sentences. • Correct pencil grip. <p>Correct letter formation for familiar words</p> <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> | | | | | |
| Phonics | Daily phonics following Essential Letters and Sounds | | | | | |
| Independent reading | All children receive phonetically-decodable home-school reading books each week and an 'interest' book to share with their family each week. | | | | | |
| Year 1 | <p>Non-fiction: (2 weeks) Labels and captions</p> <p>Rhyming poetry: Teddy Bear, Teddy Bear</p> <p>Good Little Wolf</p> | <p>Fiction (3 weeks) Beegu Focus: characterisation</p> <p>Meerkat Mail</p> | <p>Non-fiction: instructions (2 weeks) link with Contemporary Picture Book 'Oliver's Fruit Salad'</p> <p>Contemporary Picture books (3 weeks) Lost and Found (focus on reasoning based on pictures)</p> <p>Jack and the Beanstalk</p> | <p>Fiction: classic tales (3 weeks) Hansel and Gretel Focus: settings</p> <p>Non-fiction: non chronological report (3 weeks) to link with a previous topic.</p> <p>Tiger who came to Tea</p> | <p>Pie Corbett Short Story Writing: (3 weeks) 'The Sheep and the Goat' by Pie Corbett Focus: Openings and endings</p> <p>Avocado Baby</p> | <p>Shape poems (1 week)</p> <p>Non-fiction: recounts (3 weeks) base on class trip</p> <p>The Really Disgusting Sandwich</p> |
| Phonics | Daily phonics following ELS | | | | | |
| Independent reading | All children receive phonetically-decodable home-school reading books each week and an 'interest' book to share with their family each week. | | | | | |

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| <p>Year 2</p> | <p>Pie Corbett Short story- Staying Out Focus: suspense</p> <p>Non fiction- Recount (diary)- use 'Grandad's Camper as a stimulus</p> | <p>Fairy Tales: The Elves and the shoemaker – alternative ending Focus: openings and endings</p> <p>Non-fiction: Non Chronological Report and instructions. Polar Animals/Christmas Craft</p> | <p>Traditional Tales- Little Red Riding Hood - setting focus Focus: setting</p> <p>Poetry</p> | <p>Short stories - use The Barnabus Project Focus: characterisation</p> <p>African Tale - Use Lilia and the secret of rain Focus: description</p> | <p>Longer narratives: The Owl who was Afraid of the Dark Focus: dialogue</p> <p>Non-fiction : persuasion- Malala's Magic Pencil</p> | <p>Non-Fiction: Recounts- class trip as a stimuli</p> <p>Contemporary Picture book -Gorilla</p> |
| <p>Guided Reading</p> | <p>Beatrix Potter Peter Rabbit</p> | <p>Harvey Slumfenburger's Christmas Present</p> | <p>The Marvellous Fluffy Squishy Itty Bitty</p> | <p>The Hodgeheg</p> | <p>The Tear Thief</p> | <p>The Giraffe, The Pelly and Me</p> |
| <p>Year 2/3</p> | <p>Pie Corbett Short story- Elf Road Focus: suspense</p> <p>Non fiction- Recount (diary)- use 'Grandad's Camper as a stimulus</p> | <p>Fairy Tales: The Elves and the shoemaker – alternative ending Focus: openings and endings</p> <p>Non-fiction: Non Chronological Report and instructions. Polar Animals/Christmas Craft- Link with Contemporary Picture Book- Harvey Slumfenburger's Christmas Present</p> | <p>Traditional Tales- Little Red Riding Hood - setting focus Focus: setting</p> <p>Fiction: well Loved stories The Giraffe, The Pelly and Me</p> | <p>Short stories - use The Barnabus Project Focus: characterisation</p> <p>African Tale - Use Lilia and the secret of rain Focus: description</p> <p>Shape poems- To link with national poetry day.</p> | <p>Longer narratives: The Owl who was Afraid of the Dark Focus: dialogue</p> <p>Non-fiction : persuasion- Malala's Magic Pencil</p> | <p>Non-Fiction: Recounts- class trip as a stimuli</p> <p>Contemporary Picture book -Gorilla</p> <p>The Marvellous Fluffy Squishy Itty Bitty</p> |

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| Vipers | Malala's Magic Pencil | Paddington | The Giraffe and Pelly and Me | The Hodgeheg | | Amazing Grace |
| Phonics | September: check phonics knowledge and recap key areas (as necessary) before moving onto phase 6 where the children link their phonics to spelling using ELS Spelling Programme | | | | | |
| Independent reading | Some children still have phonic reading books alongside a free choice book but when they have completed all the reading stages they become free readers and choose books of interest. These books are checked weekly by their teacher. All children are heard at least once a week by the teacher and some children will be heard more frequently dependent on individual need. | | | | | |
| Year 3 | <p>Short Story Writing 'Poppy, Waldo and the Giant' by Pie Corbett Focus: suspense</p> <p>Author study: stories by the same author. (Dick King Smith) Sheep Pig Focus: character</p> | <p>Non-fiction: newspaper reports. (See Reading Spine notes - Invite the children to write a news report about the sheep rustling incident or a news report about the sheep-dog trials.)</p> <p>Traditional poems Magic Box by Kit Wright or The Night Mail by W.H. Auden</p> | <p>Fiction: Stories with a familiar setting Texts: Stone Age Boy by Satoshi Kitamura Focus: setting</p> <p>Pie Corbett Instruction writing. How to trap a stone giant.</p> <p>Poetry: Shape poetry and calligrams (poems based around a theme, feeling, emotion etc.) (1 week)</p> | <p>Stories about imaginary worlds. (The Lion, The Witch and The Wardrobe. Could use Elf Road by Pie Corbett as the model text for a portal story) Focus: description</p> <p>Non-fiction: non chronological reports. (Could link with The Lion The Witch and the Wardrobe and write an NCR about the magical creatures or could write a NCR about a Yeti and link with The Abominables)</p> | <p>Fiction The Iron Man Focus: dialogue. E.g. conversation between Hogarth and his dad, when Hogarth explains that he has seen an Iron Man.</p> <p>Non -Fiction Explanation: How the Iron Man works</p> | <p>Myths and legends. (Could link to Roman topic and use: Orchard Book of Roman Myths by G McCaughrean. Romulus and Remus) Focus: openings and endings.</p> <p>Poetry: creating images. (The Sound Collector by Roger McGough, Please Mrs Butler by Alan Ahlberg)</p> |
| | Talk for Reading activities will be recorded in reading journals at least once a week as part of the whole class guided reading. Contemporary picture books will be used to develop Talk for Reading as well as other texts on the reading spine for your year group. | | | | | |
| Year 4 | <p>Short Story Writing 'The Caravan' by Pie Corbett Focus: description & suspense</p> | <p>Nonsense poems (The Jabberwocky by Lewis Carrol) Focus: language play</p> <p>Non-Fiction: Tuesday by David Weisner.</p> | <p>Fiction Fantasy quest story: The Firework Maker's Daughter. New chapter/section in the style of the author: Focus:</p> | <p>Stories with historical settings. (Street Child) Focus: characterisation.</p> <p>Word play in poems (Could use: Sought it out by Pie Corbett</p> | <p>Non-Fiction: Balanced argument based on the dilemma in the book: The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry.</p> | <p>Visual Literacy The Monk and the Fish. Focus: Writing from a different perspective.</p> <p>Plays and poems to perform. (could use A Classic Collection</p> |

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| | <p>Novel from reading spine to link with topic Freedom for Bron</p> <p>Focus: setting</p> | <p>Focus: Write a recount of what happened.</p> | <p>suspense - Razvani, the Fire Fiend.</p> <p>Non-Fiction Persuasive letter linked to Firework Maker's Daughter or topic.</p> | <p>The name of the game by John Forester)</p> | <p>Fiction Charlotte's Webb: role play conversations between Fern and Avery about different events, revisiting what has happened and discuss the implications of the key events. Focus: dialogue</p> | <p>chosen by Julia Donaldson) Poetry: Poems to perform (1 week) Texts: The Sound Collector by Rodger McGough</p> |
| <p>Talk for Reading activities will be recorded in reading journals at least once a week as part of the whole class guided reading. Contemporary picture books will be used to develop Talk for Reading as well as other texts on the reading spine for your year group.</p> | | | | | | |
| <p>Year 5</p> | <p>Contemporary picture book (Voices in the Park) Focus: viewpoint</p> <p>Poetry: Poetic Language – Poems about the Sea (2 weeks)</p> | <p>Non-fiction: Non-Chronological Reports based on dragons.</p> <p>Short Story Writing 'Kidnapped' by Pie Corbett Focus: suspense</p> | <p>The Catch by Jamie Thomas</p> <p>Narrative poems – Colonel Fazackerley and The Highwayman. <i>Link with recount next half term.</i></p> | <p>Novel from reading spine: Kensuke's Kingdom to link with oceans topic. Focus: characterisation and description.</p> <p>Non-Fiction: Recounts Journalistic writing (link to The Highwayman)</p> <p>Choral or performance poems (Link with national poetry day and poetry slam event where children learn to perform poems)</p> | <p>Novel from reading spine: Wolf Brother Focus: openings and endings</p> <p>Visual Literacy: Black Hole Focus: Cliff-hangers</p> <p>Non-Fiction Discussion: Living in danger zones linked to topic.</p> | <p>Novel from reading spine: The boy at the Back of the Class Focus: Settings and description</p> <p>Visual Literacy: Harris Burdick Mysteries</p> <p>Classic fiction – Rudyard Kipling Focus: dialogue</p> |

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| | Talk for Reading activities will be recorded in reading journals at least once a week as part of the whole class guided reading. Contemporary picture books will be used to develop Talk for Reading as well as other texts on the reading spine for your year group. | | | | | |
| Year 6 | <p>Contemporary picture book (The Lost Thing by Shaun Tan) Focus: inference</p> <p>Non-fiction :explanations Could link to water e.g. how a dishwasher works, or river system.</p> <p>Free choice novel from reading spine Cogheart. Focus: description</p> | <p>...continue with Cogheart. Focus: suspense</p> <p>Classic poems. (Walrus and the Carpenter)</p> <p>Non-fiction: persuasive writing – persuade someone to buy a new mechanical / mechanical.</p> | <p>Free choice novel from reading spine Focus: characterisation</p> <p>Contemporary picture book The Arrival Focus: viewpoint</p> | <p>Fiction: Philip Pullman novel – Clockwork. Focus: description - building tension and impression of character.</p> <p>Poetry: Poetic Style, figurative language focus inspired by Pie Corbett’s Six Ways to Look at the Moon</p> | <p>Revision – fiction, non-fiction and poetry short texts.</p> <p>Short story writing. (The Old Mill’ by Pie Corbett) Focus: suspense</p> | <p>Novel from reading spine: Letters from a Lighthouse to link with WW2 topic. Focus: Setting</p> <p>Poetry: The power of imagery.</p> <p>Non-Fiction Biography and autobiography: based on someone during WW2</p> |
| | Talk for Reading activities will be recorded in reading journals at least once a week as part of the whole class guided reading. Contemporary picture books will be used to develop Talk for Reading as well as other texts on the reading spine for your year group. | | | | | |

Talk for Writing:

If they can't say it they can't write it. As a Talk for Writing School we strongly believe that this approach has a big impact on the children's all-round literacy skills. By immersing the children in high quality texts throughout their time at Cleobury Mortimer Primary School, we have seen the children make very good progress in both written and spoken language since its introduction.

Foci for fiction writing

Each fiction unit will have a key focus based on the 6 key features underpinning a story: settings, suspense, characterisation, dialogue, description and openings and endings. This is mapped out so that each one is covered at least 4 times with a progression from Reception to Year 6. It also links to the progression we expect to see across year groups when constructing the toolkits for each foci.

Non-fiction

During their time at CMPS, the children will cover each of the different non-fiction text types during their literacy lessons but will then be able to use these skills to apply them in other subjects.

Phonics

Daily whole class phonics sessions based around Letters and Sounds in addition to daily phonics interventions for those who need it. We also have a strong focus on the application of phonics across the school.

Spelling:

Daily spelling lessons from Yr2 onwards following the No Nonsense Spelling scheme of work.

Talk for Reading:

- Using the reading spine books, children are exposed to a variety of high-quality literature throughout the year. Using the Talk for Reading approach, children receive regular whole-class reading sessions as well as small group guided reading interventions during assembly time. At least once a week, the children will record in their reading journals.
- All classes have story time at the end of the day.
- All children are heard read by an adult at least once a week and some children are heard daily, dependent on their need.

Reading records

- We use an assessment tracker to monitor reading progress against NC objectives.
- We also monitor the children's reading ages.
- During guided sessions teachers and TAs make notes against the objectives being taught

- We also record when they are heard read.
- Video evidence is used to help with TA assessments to monitor the children's progress.

Poetry:

As well as the poetry units in the long-term plans, we also have a poem of the month in each class.

Wider curriculum:

Where possible, we link the English units to topic work to allow them to apply the skills they learn during their English lessons.

Library:

All children in KS2 have the opportunity to visit the library every 4 weeks.