**Woodlands Long/Medium Term Plan**

We have developed a book led curriculum that aims to teach a progression of English skills through a range of quality texts. During each half term, we will teach grammar skills and give children the opportunity to apply these in short and longer writing tasks ensuring coverage of a variety of writing genres.

**All texts are constantly under review and curriculum is updated regularly**

**\* extended write**

**Year 1 and 2: Cycle A**

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| Autumn | **Lighthouse Keeper’s Lunch** *Ronda and David Armitage*Character description Alternative story ending | Whole school book **On a Magical Nothing to do Day** *Beatrice Alemagna*Descriptive sensory poem | **Wanted: The Perfect Pet** *Fiona Roberton*AdvertAlternative version of the story\*Persuasive letter\*Number: Place Value (within 20) |
| Spring | **The Tin Forest** *Helen Ward and Wayne Anderson*Setting description x 2Diary x2New story ending with an alternative setting. | **Beegu** *Alexis Deacon*Re-tell a story, including more detail for an older audience\* |
| Summer | **Handa’s Surprise** *Eileen Browne**Linked to Handa’s Surprise – children make a fruit salad*Setting descriptionNon-chronological report\*Recount\* | **Tyrannosaurus Drip** Julia DonaldsonCharacter descriptionSetting descriptionAlternative version of the story\* | **The Leopards Drum** Book by Jessica SouhamiCharacter analysis |

**Year 1 and 2: Cycle B**

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| Autumn | **The Bog Baby** Jeanne WillisWrite a Bog Babies Spotter’s Guide | **Practical activity - Make smoothies** Instructions  | **Observational Poetry- Autumn**Write a poem about Autumn | Whole school novel- **Here We Are** Oliver Jeffers Write comparative setting descriptions | **Traditional tales- Goldilocks and just one bear**Write an alternative ending Diary entry | **Trip to Chester Zoo** Recount | **Meercat Mail** Emily GravettReport about Meercats\* |
| Spring | **Samson’s Titanic Journey** by Lauren GrahamSetting descriptionCharacter descriptionLetter\* | **Grandad’s Secret Giant** by DAVID LITCHFIELDCharacter description | **Digital Literacy - Caterpillars Shoes**Non-chronological |
| Summer | **Aliens Love Underpants** Claire FreedmanShoe box settingsPuppets re-enacting the story | **Man on the Moon** Simon Bartram**The Loon on the Moon** Chaie StrathieNewspaper report | **The King of Tiny Things** Jeanne WillisPersuasive text – How to look after our environment |

**Year 3/4: Cycle A**

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| Autumn | **The Day the Crayons Quit** Oliver JeffersBook reviewInformal letter writingNarrative\*Emotive writingPersuasive letter writing\* | Whole school book – **On a magical do nothing day** *by Beatrice Alemagna*Advertisement writing Persuasive leaflet writing Non Chronological report\* | **The Orchard Book of Greek Myths***Icarus & Daedalus, Jason and the Golden Fleece, King Midas, Perseus*Narrative\*Character descriptionGrammatical writingDialogue writing  |
| Spring | **The Lost Thing** *by Shaun Tan*Character profile Persuasive advertDialogue writingNarrative in the first person\*  |
| Summer | Digital Media – **The Black Hat** *from Literacy Shed* Character description x2Setting description x2Description of invented characterArgument/speech writing | **Hurricane** *by David Wiesner*Diary entryNarrative extract – a new chapterNarrative extract – a descriptive page\*Narrative Newspaper report\* |

**Year 3/4: Cycle B**

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| Autumn | **The Twits** – Roald DahlCharacter descriptionInnovate the storyWrite a recipe\* | Whole school novel- **Here We Are** Oliver Jeffers Non-Chronological report\* | **Leon and the Place Between** Book by Angela McAllisterSetting Description Suspense writingInnovate the story\* | *Link to geography topic Western Europe*Travel brochure for Italy\* |
| Spring | **The Lost Happy Endings** – Carol Ann DuffyFigurative descriptionNews report  | **Digital Literacy Mega City (Literacy Shed)** Setting description Third person narrative |
| Summer | **Cave Baby Julia Donaldson**Diary entry\* | **Stone Age Boy***by Satoshi Kitamura*Narrative\* | Digital Literacy **The Shirt Machine Wallace and Gromit** Jon DaviesExplanation text |

**Year 5/6: Cycle A**

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| Autumn | Digital Literacy **Rainforest** Setting description | **Fox** *by Margaret Wild and Ron Brooks*Diary entrySpeaking and listening Journalistic writing\* news article | Whole school book ***On a Magical Do-Nothing-Day*** *Beatrice Alemagne*Response to textFree verse poetry | **Cloud Tea Monkeys** *by Mal Peet and Elspeth Graham*Setting descriptionCharacter descriptionWrite and perform a radio advert – speaking and listening (persuasive writing)\*Explanation text\*(presented)  |
| Spring | **The Viewer** by Gary Crew and Shaun TanExplore textDiaryWriting a story openingAssessment – Formal letter to library\* | Digital Literacy BBC **The Hunt** David Attenborough Preparation for non-chronological reportNon-chronological report\* |
| Summer | **The Spider and the Fly** *Mary Howitt*Character descriptionPersuasive LetterNon- chronological Report | **How to Live Forever** Colin ThompsonPersuasive letter \* | Poetry **The Tyger** William BlakeDescriptive poem | Link to geography – Our Local AreaSchool crossing proposal Information text | Poetry J**aberwocky** Lewis CarrollWriting and performing narrative poetry. |

**Year 5/6: Cycle B**

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| Autumn | **The Wolves in the Walls** Neil GaimanLetterStory in the style of Neil Gaiman\* | Whole school novel- **Here We Are** Oliver Jeffers Linked to - Poetry **Night Walker** Philip CrossAnalyse poetry linked to a theme | **The Man Who Walked Between the Towers** Mordicai GersteinNewspaper Report\* |
| Spring | **Holes** Louis SacharPersuasive formal speechInformal letter\*Character description‘Wanted’ posterReading objectives |
| Summer | **The Rabbits** John Marsden and Shaun Tan.Diary entrySpeaking and Listening – debateDescribe charactersDescribe settingsNarrative\* | **The Water Tower** Gary CrewFormal letterCharacter descriptionDescribe how character has changedStory extract\* |