

WEBSITE RESOURCE W1.1

Long-term English plan

**St Thomas of Canterbury Catholic Primary School,
St Patrick's Catholic Primary School**

NB This is a working document which is being developed continuously.

This document is designed to support short-term planning (extended teaching sequences) for English during the year. Teachers will select the most appropriate order of texts across each term. Writing outcomes/ purposes are not identified for summer term to enable flexibility in the curriculum.

	Autumn term	Spring term	Summer term
<p>Year 1</p>	<p>Traditional tales (stories from different cultures) <i>The Story Tree: Tales to Read Aloud</i> by Hugh Lupton and Sophie Fatus Writing in role: writing sentences in role: to express Recount: writing sentences to retell events: to entertain/ inform Narrative: retelling known stories (writing sentences): to entertain</p> <p>Contemporary narrative <i>Hello Friend</i> by Rebecca Cobb Information: writing information sentences: to teach Writing in role: writing sentences in role: to express Recount: writing sentences to retell events: to entertain/ inform Narrative: retelling known stories (writing sentences): to entertain</p> <p>Contemporary narrative <i>Ruby's Worry</i> by Tom Percival Information: writing information sentences: to teach Writing in role: writing sentences in role: to express Recount: writing sentences to retell events: to entertain/ inform Narrative: retelling known stories (writing sentences): to entertain</p>	<p>Traditional tale <i>No Dinner!</i> by Jessica Souhami Narrative: to entertain Sequences of sentences in role: to express Instructions/ recipe: to guide</p> <p>Classic fantasy narrative <i>Where the Wild Things Are</i> by Maurice Sendak OR <i>The Tiger Who Came to Tea</i> by Judith Kerr Narrative: to entertain Writing in role, e.g., letter, note: to express Instructions: to guide</p> <p>Contemporary rhyming narrative <i>Tidy</i> by Emily Gravett OR <i>The Everywhere Bear</i> by Julia Donaldson and Rebecca Cobb (past laureate) OR <i>Aunt Amelia</i> by Julia Donaldson and Rebecca Cobb (past laureate) Narrative (sequence of sentences to retell a known story): entertain Sequences of sentences in role: to express</p>	<p>Contemporary narrative <i>The Little Gardener</i> by Emily Hughes OR <i>Man on the Moon (a day in the life of Bob)</i> by Simon Bartram Traditional tale/ twisted fairy tale e.g. <i>Rapunzel</i> by Bethan Woolvin; <i>Jim and the Beanstalk</i> by Raymond Briggs; <i>The Story Tree: Tales to Read Aloud</i> by Hugh Lupton and Sophie Fatus Sentences in role, e.g. speech bubble: to express Writing in role, e.g. letter, thank you letter, diary entry: to express Narrative story retelling: to entertain</p> <p>Information story e.g. <i>Clean Up!</i> by Nathan Byron and Dapo Adeola <i>Yucky Worms</i> by Vivian French and Jessica Ahlberg or another text from the <i>Nature Storybooks</i> series or the <i>Wonderwise</i> series Instructions: to guide Writing sequences of factual sentences: to inform Writing in role, e.g. a simple letter, note, message, lists: to inform/ express</p> <p>Author study: Rebecca Cobb, e.g. <i>Lunchtime</i>; <i>The Something</i>; <i>Aunt Amelia</i> OR Catherine Rayner, e.g. <i>Smelly Louie</i>; <i>Iris and Issac</i> (UKLA award winner); <i>Augustus and his Smile</i>; <i>Solomon Crocodile</i>; <i>Norris the Bear Who Shared</i>; <i>Harris Finds His Feet</i> (Greenaway medal winner) OR Oliver Jeffers, e.g. <i>On the Way Home</i>; <i>The Incredible Book Eating Boy</i>; <i>The Day the Crayons Quit</i> (UKLA prize winner); <i>Stuck</i>; <i>Lost and Found</i> OR Emily Gravett, e.g. <i>Again</i>; <i>Meerkat Mail</i></p>

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	<p>Poetry: nursery rhymes, rhyming verse Big Green Crocodile Rhymes to Say and Play by Jane Newberry and Carolina Rabei; Honey for You, Honey for Me: A First Book of Nursery Rhymes by Michael Rosen and Chris Riddell; A Great Big Cuddle Poems for the Very Young – Michael Rosen and Chris Riddell (ClIPPA award winner, past laureates) Recite and perform: to entertain Responding to poetry</p>	<p>Contemporary fantasy narrative The First Slodge by Jeannie Willis and Jenni Desmond OR Lunchtime by Rebecca Cobb OR Mr Underbed by Chris Riddell (past children's laureate) Recount of a fictional experience: to inform Writing in role, e.g. a letter, note, message, diary entry: to inform/ express Narrative retelling: to entertain Poetry: rhymes and reciting Big Green Crocodile by Jane Newberry Recite and perform poetry: to entertain</p>	<p>Poetry on a theme: bedtime e.g. Busy Day by Michael Rosen (past laureate); Late Last Night by Michael Rosen; Dream Maker by Jane Yolen; Tide and Seek by Andrew Fuesk Peters; Scared of the Dark by Valerie Bloom; In Bed with Cuddly Creatures by Wes Magee; Good Night by Kathy Henderson; What's... by James Carter Contemporary narrative Lost and Found or On the Way Home by Oliver Jeffers (Smarties prize winner) Recount of a fictional experience Narrative innovation/ retelling: to entertain Instructions: to guide Information writing: to inform Poetry Performance poetry: e.g. Hands by Julia Donaldson (past laureate); My Hat by Tony Mitton; Big Boots by Tony Mitton; Join the Band by Tony Mitton; Arabian Nights by Tony Mitton; Rickerty Train Ride by Tony Mitton; Me and My Mate by James Carter; The Food Train by Julia Donaldson; Voices of Water by Tony Mitton Recite and perform poetry: to entertain Writing in response to poetry performed and read: to express/ inform</p>

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Year 2	<p>Contemporary fantasy picturebook <i>The Adventures of Egg Box Dragon</i> by Richard Adams and Alex T. Smith Narrative: retell the story: to entertain Writing narratives about personal experiences (real/ fictional): retell events from a character's point of view/ retell events: to entertain Writing in role: to express Instructions: to guide</p> <p>Contemporary fantasy picturebook <i>How to Find Gold</i> by Viviane Schwarz Narrative: retell the story: to entertain Writing narratives about personal experiences (real/ fictional): retell events from a character's point of view/ retell events: to entertain Writing in role: to express</p> <p>Information The Big Book of the Blue by Yuval Zommer Information writing: to teach</p> <p>Contemporary narrative Leaf by Sandra Dieckmann Narrative: retell the story: to entertain Writing narratives about personal experiences (real/ fictional): retell events from a character's</p>	<p>Contemporary narrative <i>Into the Forest</i> by Anthony Browne (past children's laureate) Narrative inspired by the text, a retelling (1st or 3rd person): to entertain Writing in role from a character's perspectives: to express Writing in role: to express</p> <p>Information story <i>Big Blue Whale</i> by Nicola Davies and Nick Maland Non-chronological report: to inform</p> <p>Poet study: James Carter <i>I'm a Little Alien; Zim Zam Zoom</i> Recite and perform poetry: to entertain Writing in response to poetry performed and read: to express/ inform</p>	<p>Story from another culture <i>Lila and the Secret of Rain</i> by David Conway and Jude Daly Narrative: to entertain Writing in role: to express/ inform Recount a real or fictional event Information writing: to inform</p> <p>Traditional tales (classic fairy tales/ twisted fairy tales) <i>The Pea and the Princess</i> by Mini Grey (English 4–11 award winner) Narrative (short story based on a known story, e.g., a retelling or simple innovation): to entertain Recount of a real or fictional event: to inform Writing in role (e.g., diary entry): to express, inform</p> <p>Contemporary narrative <i>Hermelin the Detective Mouse</i> by Mini Grey Narrative: simple innovation: to entertain Writing in role, (e.g., letter): to express Writing in role (e.g., diary entry): to inform, express</p> <p>Information story <i>Our Very Own Dog</i> by Amanda McCardie and Salvatore Rubbino Instructions: to guide Non-chronological report: to inform</p>

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		<p>Writing outcomes should align with the end of key stage expectations (<i>Teacher assessment framework for the end of key stage 1</i>) and teachers' assessment judgements</p>	
	<p>point of view/ retell events: to entertain Writing in role: to express Information writing: writing about personal experiences: to teach/ express</p> <p>Poetry on a theme: food e.g. <i>Monster's Lunch</i> by Rachel Rooney (Clippa winner); <i>Breakfast</i> by PH Kilby; <i>Dinner Time Rhyme</i> by June Crebbin; <i>The Pancake</i> by Christina Rossetti; <i>I've Got a Ball of Pastry</i> by Julia Donaldson; <i>Soggy Greens</i> by John Cunliffe; <i>There's a Big Bad Bug in my Lunch Box</i> by Brian Moses; <i>Spaghetti!</i> <i>Spaghetti!</i> by Jack Prelutsky; Peas by Anon; <i>Sounds Good</i> by Judith Nicholls; <i>The Unknown Jelly Baby</i> by Cat Weatherill; <i>I Like Eating in the Bath</i> by Kat Francoise; <i>An Old Man Remembering his Childhood Sweetshop</i> by Christopher Reid</p> <p>Writing in response to poems, e.g. explaining understanding, articulating the events of a poem, comparing poems: to express/ inform</p>		<p>Poetry on a theme: holidays/ daytrips e.g., <i>Sand House</i> by J. Patrick Lewis; <i>Holiday Memories</i> by June Crebbin; <i>Bucket</i> by James Carter; <i>The Sea</i> by Lilith Norman; <i>Invitation to the Beach</i> by James Carter; <i>From a Railway Carriage</i> by Robert Louis Stevenson; <i>There are Big Waves</i> by Eleanor Farjeon; <i>Beach Time</i> by Marilyn Singer; <i>Until I Saw the Sea</i> by Lilian Moore</p> <p>Writing forms and purposes for writing should support achievement against end of key stage TAFs</p>

Year 3	Autumn term	Spring term	Summer term
	<p>Wordless fantasy adventure Journey by Aaron Becker Writing in role: retell an event from a character's point of view: to entertain/express Narrative (retelling of the story): to entertain Non-fiction writing: to teach</p> <p>Traditional tales (stories from other cultures) The Lion and the Unicorn and other Hairy Tales by Jane Ray, e.g., Theseus and the Minotaur Writing in role: retell an event from a character's point of view: to entertain/express Narrative (retelling of the story): to entertain Non-fiction writing: to teach</p> <p>Contemporary picture book on a theme The Tin Forest by Helen Ward and Wayne Anderson Writing in role: e.g., diary entry/ letter: to express</p> <p>Poetry on a theme: school e.g., Please Mrs Butler by Allan Ahlberg; Four O'Clock Friday by John Foster; The Very Best of Paul Cookson by Paul Cookson; School Tomorrow – Excuses for Mum by Joseph Coelho (ClIPPA award winner);</p>	<p>Contemporary fairy tale The Tear Thief by Carol Ann Duffy and Nicoletta Ceccoli (past poet laureate) Narrative: retelling (focus on the component parts and stamina): to entertain Writing in role, e.g., retelling an event from a character's point of view: to express Simple conversations between characters: to entertain/ express</p> <p>Story from another culture Fly! Eagle, Fly! by Christopher Gregowski and Niki Daly OR Pea Boy and Other Stories from Iran by Elizabeth Laird and Shirin Adl Writing in role, e.g., a letter: to influence Information writing: to inform Narrative: retelling (focus on component parts and stamina)</p> <p>Classic narrative The Iron Man by Ted Hughes and Laura Carlin</p>	<p>Contemporary fantasy adventure Oliver And the Seawigs by Philip Reeve and Sarah McIntyre (UKLA prize winner) OR My Dad's a Birdman by David Almond OR The Paperbag Prince by Colin Thompson Writing in role, e.g. letter, diary entry: to express/ influence Description: to entertain Report: to inform Instructions: to guide Narrative: to entertain</p>

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	<p>Excuses by Kathy Henderson; Tables Red, Green and Blue by Joseph Coelho; Teachers! by John Foster; Dear Headteacher. . . by Paul Cookson; This is Our School by Paul Cookson; Let No One Steal Your Dreams by Paul Cookson; WhatDidYouDoAtSchoolToday? by James Carter; Targets by Brian Moses; Behind the Staffroom Door by Brian Moses; Schoolitis by Brian Patten; An A* from Miss Coo by Joseph Coelho; Problem Child by Sue Hardy-Dawson; The Loneliest Boy by Sue Hardy-Dawson; Wednesday's the High Point of the Week by A F Harrold; Advice for the Nervous by A F Harrold; Rules of Speaking by Douglas Florian; books by Karmelo C. Iribarren, translated by Lawrence Schimel; Liam by Matt Goodfellow; Difficult by Matt Goodfellow; Mrs Simon Said by Matt Goodfellow; The Idea of It by A F Harrold</p> <p>Reciting and performing: to entertain Writing in response to the poems, e.g. writing in role from characters within poems, comparisons between poems, summarising poems, to express/ inform</p>	<p>Narrative (focus on component parts and stamina): to entertain Writing in role, e.g., diary entry: to express Writing in role, e.g., letter: to influence</p> <p>Poet study: Joseph Coelho Werewolf Club Rules by Joseph Coelho (CLIPPA award winner) Reciting and performing: to entertain Writing in response to the poems, e.g., writing in role from characters within poems, summarising poems, comparisons between poems: to express/ inform</p>	

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Year 4	<p>Contemporary fantasy picture book <i>Leon and the Place Between</i> by Angela McAllister and Grahame Baker-Smith Narrative focusing on story structure: to entertain Short conversation between two characters: to express Writing in role: recount: to express/ entertain</p> <p>Contemporary fairy tale <i>The Lost Happy Endings</i> by Carol Ann Duffy and Jane Ray (past poet laureate/ English 4–11 award winner) Short conversation between two characters: to entertain Retell an event from a character’s point of view: to entertain/ express Narrative (focus on plot and structure): to entertain Information writing: to teach</p> <p>Poems on a theme: family life e.g. <i>Race to get to Sleep</i> by Brian Patten; <i>A Book for a Daughter</i> by Joseph Coelho; <i>There are Four Chairs Round the Table</i> by John Foster; <i>Looking for Dad</i> by Brian Patten; <i>My Mum Says</i> by Alison Chisholm; <i>The Trouble with My Brother</i> by Brian Patten; <i>I’m the Youngest in Our House</i> by Michael Rosen (CLIPPA award winner); <i>Daddy’s Stories</i> by Joseph Coelho (CLIPPA award</p>	<p>Contemporary fantasy narrative <i>Varijak Paw</i> by SF Said (Smarties prize winner) Writing in role: to influence Narrative inspired by the class novel (plot, structure, direct speech): to entertain</p> <p>Contemporary novel <i>The Boy at the Back of the Class</i> by Onjali Q. Rauf Narrative inspired by the novel, e.g., retell a chapter: to entertain Writing in role, e.g., letter: to express Information writing, e.g., magazine article: to inform Retell an event from a character’s point of view: to entertain</p> <p>Poet study: Brian Patten <i>Gargling with Jelly; Juggling with Gerbils; Thawing Frozen Frogs</i> by Brian Patten Reciting and performing: to entertain Writing in response to poems, e.g., explaining understanding, identifying themes, identifying favourites and comparing poems, writing in role from within poems: to express</p>	<p>Contemporary narrative: illustrated novel or novel told in verse <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo and Bagram Ibatoulline Narrative, e.g. a retelling of an event or an extra chapter, adventure: entertain Writing in role, e.g. personal letters, diary entry Persuasive letter: to influence</p> <p>Non-fiction <i>One Plastic Bag</i> by Miranda Paul Persuasive letter: to influence Writing in role: a recount written from a viewpoint within the text: to inform/ express Information writing: magazine article</p> <p>Poems on a theme: the environment e.g. <i>The Beautiful Planet</i> by Sue Hardy-Dawson; <i>Planet for Sale</i> by Sue Hardy-Dawson; <i>Leave the Whales Alone, Please!</i> By Tony Bradman; <i>Pollution</i> by John Foster; <i>Names</i> by Brian Moses; <i>Give and Take</i> by Roger McGough; <i>What is One?</i> By Judith Nicholls; <i>Grey and White and Black</i> by Ian Larmont; <i>Dreamer</i> by Brian Moses; <i>Something Comes by</i> Valerie Bloom; <i>The River’s Song</i> by Brian Patten; <i>Song in Space</i> by Adrian Mitchell; <i>Eye Sore</i> by Roger McGough; <i>Snagger’s Pond</i> by Wes Magee; <i>Tell Me, Tiger</i> by Clare Bevan; <i>Natural Anthem</i> by Benjamin Zephaniah Reciting and performing: to entertain</p>

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<p>winner); <i>My Dancing Gran</i> by Brian Patten; <i>Grandpa</i> by Berlie Doherty; <i>Parents!</i> by John Foster; <i>Squeezes</i> by Brian Patten; <i>Dad's Whiskery Kiss</i> by John Foster; <i>Grandma</i> by A F Harrold; <i>Growing Groany</i> by Brian Patten; <i>Family Meals</i> by Michaela Morgan; <i>The Irreplaceable Mum</i> by Brian Patten; <i>Swap Shop</i> by Brian Patten; <i>Gran Says</i> by Brian Patten; <i>Disappearing Act</i> by Joseph Coelho; <i>Boom!</i> by Hilda Offen; <i>Questions</i> by John Foster; <i>Unexplained Things About My Dad</i> by Ian McMillan; <i>This Morning in the Park</i> by Karmelo C. Iribarren, translated by Lawrence Schimel; <i>Birth Day</i> by Mandy Coe; <i>How to Get Older</i> by Mandy Coe; <i>Helping Hands</i> by Mandy Coe; <i>Brother and Sister</i> by Lewis Carroll; <i>Split</i> by Matt Goodfellow; <i>Dad</i> by Matt Goodfellow; <i>Better at Yours</i> by Matt Goodfellow; <i>Cheers</i> by Matt Goodfellow; <i>Broken</i> by Matt Goodfellow; <i>Back to Me</i> by Matt Goodfellow; <i>A Thought</i> by Matt Goodfellow; <i>Arguing</i> by Liz Brownlee; <i>Everyone</i> by Laura Mucha</p> <p>Writing in response to poems, e.g., explaining understanding, identifying themes, identifying favourites and comparing poems, writing in role from within poems: to express</p>		<p>Writing in response to poems, e.g. explaining understanding, identifying themes, identifying favourites and comparing poems, writing in role from within poems: to express</p> <p>Compose poems: to entertain</p>

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<p>Year 5</p>	<p>Contemporary picture book <i>The Promise</i> by Nicola Davies and Laura Carlin (English 4–11 award winner) Narrative inspired by events in the story: to entertain Writing in role, e.g., a letter from one character at the end of the narrative; a letter from another character reflecting on all that has happened: to express Writing in role, e.g., diary entry: to express</p> <p>Contemporary illustrated novel (story from another culture) <i>The White Fox</i> by Jackie Morris Recount (based on the class text retelling an event from a character’s viewpoint, e.g., Sol, the White Fox, Dad): to entertain Recount (based on the class text retelling an event from a character’s viewpoint, e.g., Sol, the White Fox, Dad): to entertain Narrative: to entertain</p> <p>Information <i>Britannica All New Children’s Encyclopaedia: What We Know and What We Don’t: 1</i> by Christopher Lloyd Non-fiction writing: to teach</p> <p>Information <i>Planet SOS: 22 Modern Monsters Threatening Our Environment (What You Can Do to Defeat Them!)</i> by Marie G Rohde Non-fiction writing: to teach</p>	<p>Contemporary horror picture book <i>The Watertower</i> by Gary Crew and Steven Woolman Narrative: to entertain Writing in role from different viewpoints, e.g., retelling an event from two characters’ perspectives (different levels of formality): to express</p> <p>Contemporary picture book <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg Narrative: creating narratives to accompany an image: to entertain</p> <p>Contemporary novel <i>Oranges in No Man’s Land</i> by Elizabeth Laird OR <i>The Boy in the Tower</i> by Polly Ho Yen A conversation between characters: to express writing in role, e.g., letters, school reports (in different registers): to inform/ express Writing in role, e.g., different viewpoints: to inform/ express Narrative: to entertain</p>	<p>Contemporary adventure novel <i>Holes</i> by Louis Sachar OR <i>Trash</i> by Andy Mulligan OR <i>The Explorer</i> by Katherine Rundell (UKLA award winner) Classic poetry: narrative poem e.g. <i>La Belle Dame Sans Merci</i> by John Keats; <i>The Highwayman</i> by Alfred Noyes illustrated by Charles Keeping (Greenaway medal winner) <i>The Lady of Shalott</i> by Alfred Lord Tennyson</p> <p>Poet study: Rachel Rooney (CLIPPA award winner) <i>The Language of Cat; My Life as a Goldfish; A Kid in My Class</i></p> <p>Classic historical novel/ contemporary adventure novel <i>Journey to the River Sea</i> by Eva Ibbotson (past laureate/ Smarties prize winner) OR <i>The Explorer</i> by Katherine Rundell (UKLA award winner) Writing in role from different characters’ perspectives, e.g. diary entry, letters: to express/ inform Short conversation between two characters: to express Narrative inspired by events in the text (focus on narrative structure): to entertain</p>

Autumn term	Spring term	Summer term
<p>Poetry on a theme: writing e.g., <i>The Problem with Spelling</i> by Rachel Rooney; <i>Targets</i> by Brian Moses; <i>Just Becos I Cud Not Spel</i> by Brian Patten; <i>I am a Full Stop</i> by John Foster; <i>I am a Writer</i> by Joseph Coelho; <i>Creative Writing</i> by Gervase Phinn; <i>A Pencil Speaks</i> by Liz Brownlee; <i>Empty Page</i> by Roger McGough; <i>Handwriting</i> by Roger McGough; <i>Recycling</i> by Rachel Rooney (CLIPPA award winner); <i>The Problem with Spelling</i> by Rachel Rooney; <i>Wordsmith</i> by Rachel Rooney; <i>Words</i> by Karl Nova (CLIPPA award winner); <i>No Argument</i> by Sue Hardy Dawson; <i>I am a Pencil</i> by John Foster; <i>Creative Writing</i> by Gervase Phinn; <i>The Idea of It</i> by A F Harrold</p> <p>Writing in response to poems; comparing poems on the same theme; writing summaries; writing in role from within the poem, e.g., letters: to entertain/ inform/ express</p> <p>Reciting and performing poems: to entertain</p>		

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Year 6	<p>Historical illustrated novel and extracts from novels/ picture books set in the WWs</p> <p>War Game by Michael Foreman</p> <p>e.g., When Hitler Stole Pink Rabbit by Judith Kerr; Erika's Story by Roberto Innocenti (English 4–11 award winner); Rose Blanche by Roberto Innocenti and Ian McEwan; Warhorse by Michael Morpurgo (past laureate); Once by Morris Gleitzmann; The Swallow's Flight by Hilary McKay; After the War by Tom Palmer; The Last Paper Crane by Kerry Drewery; Armstice Runner by Tom Palmer</p> <p>Writing in role, e.g. letter: to express</p> <p>Retell an event from a character's point of view: to entertain</p> <p>Short conversation: to entertain</p> <p>Non-fiction writing: to teach</p> <p>Narrative, e.g., sequel: to entertain</p> <p>Contemporary horror novel</p> <p>Clockwork by Philip Pullman</p> <p>Writing in role, e.g., letter: to express</p> <p>Retell an event from a character's point of view: to entertain</p> <p>Short conversation: to entertain</p> <p>Non-fiction writing: to teach</p> <p>Narrative: to entertain</p>	<p>Non-fiction picture book</p> <p>Shackleton's Journey by William Grill (Greenaway and Carnegie medal winner)</p> <p>Writing in role, e.g., letter of application: to influence</p> <p>Formal writing, e.g., argument, newspaper article, letter, scientific writing: to influence/inform</p> <p>Writing in role: recounting an event from differing viewpoints: to express</p> <p>Non-fiction writing: to teach</p> <p>Writing in the style of the author: to entertain</p> <p>Contemporary picture book</p> <p>e.g., The Journey by Francesca Sanna (UKLA prize winner) links could be made to other texts on this theme: The Day the War Came by Nicola Davies and Rebecca Cobb; The Island by Armin Greder</p> <p>OR King of the Sky by Nicola Davies and Laura Carlin</p> <p>Narrative retelling: focus on story structure: to entertain</p>	<p>Texts on a theme: Migration</p> <p>Autobiographical writing</p> <p>Coming to England by Baroness Floella Benjamin</p> <p>Non-fiction / Non-fiction picture book</p> <p>Black and British by David Olusoga</p> <p>Poems on a theme: immigration</p> <p>On the Move: Poems about Migration by Michael Rosen (CLIPPA winning collection, past children's laureate); Windrush Child by John Agard</p> <p>Information writing: to teach others about a subject (allowing for a more formal tone): to inform</p> <p>Narrative: write a story (could be written from two points of view)</p> <p>Writing in role as a real or fictional character: to influence/ express</p> <p>Argument: one sided argument, e.g., letter (formal): to influence</p> <p>Information writing: to teach others about a subject</p> <p>Writing forms and purposes for writing should support achievement against end of key stage TAFs</p>

Autumn term	Spring term	Summer term
	<p>Writing outcomes should align with the end of key stage expectations (Teacher assessment framework for the end of key stage 2) and teachers' assessment judgements</p>	
<p>Poems on a theme: war poetry e.g., <i>What Are We Fighting For?</i> by Brian Moses; <i>The Christmas Truce</i> by Brian Moses; <i>The Soldiers Came</i> by John Agard; <i>What Are We Fighting For?</i> by Brian Moses; <i>Just Another War</i> by John Foster; <i>Another War</i> by Brian Moses; <i>My Boy Jack</i> by Rudyard Kipling; <i>Line</i> by John Agard; <i>Just for Another Minute</i> by Paul Cookson; <i>The Missile</i> by Michael Leunig; <i>When They Do War</i> by Michael Rosen; <i>People Run</i> by Michael Rosen; <i>Martin Rozen (1890–1944)</i> by Michael Rosen; <i>Child Soldiers</i> by Matt Goodfellow; <i>Utah Beach</i> by Michael Rosen; <i>Counting</i> by Michael Rosen; <i>The French Uncles</i> by Michael Rosen; <i>Oscar and Rachel</i> by Michael Rosen; <i>Dear Oscar</i> by Michael Rosen; <i>Compassion</i> by Michael Rosen; <i>Arriving</i> by Michael Rosen; <i>Never Again</i> by Michael Rosen</p> <p>Recite and perform: to entertain Writing in response to poetry, e.g., writing in role as a character/ the poet; articulate the poem's themes and impact; summarise poems and their themes; to compare poems and justify preferences</p>	<p>Recounting events from different viewpoints (including more formal voices): to express/inform/ entertain Writing in role: letters, diary entries, etc.: to express</p> <p>Poet study: James Carter OR John Agard <i>Cars, Stars and Electric Guitars; Journey to the Centre of my Brain</i> by James Carter <i>The Rainmaker Danced; Goldilocks on CCTV</i> by John Agard</p> <p>Writing in response to poetry, e.g., exploring and comparing poems; articulating the poem's themes and impact; summarise poems and their themes: to express/ inform</p>	