

# St Anne's Catholic Primary School

## English Long Term Plan, Whole School Route A

|                              | Autumn 1a  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|------------------------------|--|---|---|--|---|--|
| Nursery                      | <b>Dogger</b> by Shirley Hughes  | <b>Goodnight Moon</b> by Margaret Wise Brown  | <b>Supertato</b> by Paul Linnet and Sue Hendra  | <b>Little Red Riding Hood</b><br>Traditional tale  | <b>Oliver's Vegetables</b> by Alison Barlett/Vivian French  | <b>The Rainbow Fish</b> by Marcus Pfister  |
| Reception                    | <b>The Something</b> , Rebecca Cobb  | <b>Star in a Jar</b> , Sam Hay  | <b>Juniper Jupiter</b> , Lizzy Stewart  | <b>Little Red</b> , Bethan Woolwin   | <b>The Extraordinary Gardener</b> , Sam Boughton  | <b>Storm Whale</b> , Benji Davies  |
| Writing Outcomes and Purpose |  |   |   |  |   |  |
|                              | <b>Narrative:</b> A Losing Story<br><b>Purpose:</b> To tell and write a losing story<br><br><b>Non-narrative:</b><br><b>Recount:</b> Animal Information<br><b>Purpose:</b> To inform | <b>Narrative:</b> A Finding Story<br><b>Purpose:</b> To tell and write a finding story<br><br><b>Non-narrative:</b><br><b>Information:</b> Poster to find a lost star<br><b>Purpose:</b> To inform (and describe) | <b>Narrative:</b> A Superhero Story<br><b>Purpose:</b> To tell and write a superhero Story<br><br><b>Non-narrative:</b><br><b>Information:</b> A letter wanting to be a sidekick<br><b>Purpose:</b> To inform | <b>Narrative:</b> A Traditional Tale<br><b>Purpose:</b> To tell and write a traditional tale<br><br><b>Non-narrative:</b><br><b>Instructions:</b> How to trap an animal<br><b>Purpose:</b> To instruct | <b>Narrative:</b> A transformational Story<br><b>Purpose:</b> To tell and write a transformational story<br><b>Non-narrative:</b><br><b>Instructions:</b> How to grow a garden plant / vegetable<br><b>Purpose:</b> To instruct | <b>Narrative:</b> A Friendship Story<br><b>Purpose:</b> To tell and write a friendship story<br><br><b>Non-narrative:</b><br><b>Poems:</b> Sea creature poems<br><b>Purpose:</b> To describe |

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| Key Stage One                | Rapunzel<br><br>Year 1   | A River<br><br>Year 2   | Hermelin<br><br>Year 1<br><br>Delivered remotely   | The King Who Banned the Dark<br>Year 2<br>Carried across<br>Two half-terms started<br>8.3.21  | The Last Wolf<br><br>Year 1  | Grandad's Island<br><br>Year 2   |
| Writing Outcomes and Purpose |  |   |  |   |  |  |
|                              | <p>Narrative: A Traditional Tale<br/>Purpose: To narrate</p> <p>Non-narrative: Instructions: How to catch a witch<br/>Purpose: To instruct</p> | <p>Narrative: Circular Narrative<br/>Purpose: To narrate</p> <p>Non-narrative: Recount: Letter<br/>Purpose: To inform</p> | <p>Narrative: A Detective Story<br/>Purpose: To narrate</p> <p>Non-narrative: Recount: Letters<br/>Purpose: To recount</p> | <p>Narrative: Return Narrative<br/>Purpose: To narrate</p> <p>Non-narrative: Information: Jungle Animals<br/>Purpose: To inform</p> | <p>Narrative: A Hunting Story<br/>Purpose: To narrate</p> <p>Non-narrative: Instructions: Recipes<br/>Purpose: To instruct</p> | <p>Narrative: A Mistake Narrative<br/>Purpose: To narrate</p> <p>Non-narrative: Information: How to be a Regal Leader<br/>Purpose: To inform</p> |

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| Lower Key Stage Two          | <p>The Fox,<br/>Margaret Wild</p> <p>Year 3</p>  | <p>The Whale,<br/>Vita Murrow</p> <p>Year 4</p>   | <p>Jemmy Button,<br/>Valerio Vidali<br/>Delivered<br/>remotely</p> <p>Year 3</p>  | <p>Lost Happy<br/>Endings,<br/>Carol Ann<br/>Duffy<br/>Carried across<br/>Two half-<br/>terms started<br/>8.3.21</p> <p>Year 4</p>    | <p>Into the Forest<br/>Anthony<br/>Browne</p> <p>Year 3</p>  | <p>The Journey<br/>Francesca Sanna</p> <p>Year 4</p>   |
| Writing Outcomes and Purpose |  |   |   |   |  |  |
|                              | <p>Narrative: Fable<br/>Narrative<br/>Purpose: To narrate</p> <p>Non-narrative:<br/>Information about a fox<br/>Purpose: To inform</p> | <p>Narrative: Setting<br/>Narrative<br/>Purpose: To narrate</p> <p>Non-narrative:<br/>Recount:<br/>Newspaper Report<br/>Purpose: To recount</p> | <p>Narrative: Return<br/>Narrative<br/>Purpose: To narrate</p> <p>Non-narrative:<br/>Information:<br/>Letters<br/>Purpose: To recount</p> | <p>Narrative: Twisted<br/>Narrative<br/>Purpose: To narrate</p> <p>Non-narrative:<br/>Persuasion: Letter<br/>Purpose: To persuade</p> | <p>Narrative: Lost<br/>Narrative<br/>Purpose: To narrate</p> <p>Non-narrative:<br/>Recount:<br/>Newspaper Report<br/>Purpose: To recount</p> | <p>Narrative: Refugee<br/>Narrative<br/>Purpose: To narrate</p> <p>Non-narrative:<br/>Recount: Diary<br/>Purpose: To recount</p> |

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|                              |   |  |  |  |   |   |
| Upper Key Stage Two          | Henry's Freedom Box, Ellen Levine<br><br>Year 5 | Dreams of Freedom, Amnesty International<br><br>Year 6 | The Promise, Nicola Davies<br>Delivered remotely<br><br>Year 5 | Shackleton's Journey, William Grill<br>Carried across<br>Two half-terms started 8.3.21<br>Year 6 | The Wolves in the Walls, Neill Gaiman<br><br>Year 6 | Hansel and Gretel, Neill Gaiman<br><br>Year 6 |
| Writing Outcomes and Purpose |   |  |  |  |   |   |

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|--|---|---|--|---|---|---|
|  | <p>Narrative: Diary<br/>Purpose: To recount</p> <p>Non-narrative: Henry Brown Biography<br/>Purpose: To recount</p> | <p>Narrative: Freedom Narrative<br/>Purpose: To narrate</p> <p>Non-narrative: Letter about an issue to an MP<br/>Purpose: To inform</p> | <p>Narrative: Character narrative<br/>Purpose: To narrate</p> <p>Non-narrative: Newspaper report<br/>Purpose: To recount</p> | <p>Narrative: Endurance narrative<br/>Purpose: To narrate</p> <p>Non-narrative: Magazine article<br/>Purpose: To inform and explain</p> | <p>Recount: First Person Narrative<br/>Purpose: To narrate</p> <p>Discussion: Balanced Argument<br/>Purpose: To discuss</p> <p>Information Text: Wolves<br/>Purpose: To inform</p> <p>Narrative: Suspense Narrative<br/>Purpose: To narrate</p> | <p>Narrative: Dual Narrative<br/>Purpose: To narrate</p> <p>Persuasion: Letter<br/>Purpose: To persuade</p> |
|--|---|---|--|---|---|---|