



'Life in all its fullness'
John 10:10

Christ Church C.E.(VC) Primary School

English - Long Term Plan 2022-23-24

English at Christ Church School

At Christ Church School we offer a comprehensive and wide-ranging English curriculum, designed to inspire and enthuse children to become confident and fluent speakers, readers and writers. These skills are essential for children to enjoy learning and achieving across the whole curriculum and to continue achieving and feeling good about themselves as they leave school and participate fully as a member of society. It is crucial that children are able to communicate their ideas and emotions to others and we understand the role that high-quality English teaching plays in this.

Reading

Reading supports the development of spelling, vocabulary acquisition, understanding of grammar and the ability to fully express thoughts, ideas and emotions, both through writing and the spoken word. At Christ Church School, reading and engaging with literature is central to the school day. We want to ensure all children develop a love of literature, a passion for reading and are able read fluently for pleasure and information. Our Reading Strategy document sets out the ways in which we ensure all children have multiple opportunities to engage with different texts throughout the day and our full vision for reading at Christ Church School.

Writing transcription: Spelling and Handwriting

Children have a taught handwriting lesson every week using the Pen Pals Scheme of Work. In Key Stage 1, spelling is taught through daily Rocket Phonics lessons. In Key Stage 2, children continue to practise and learn new spellings, in line with the National Curriculum, at least 4 times per week. They then have opportunities to practise and apply their spelling and handwriting skills in other curriculum subjects, including English lessons.



Grammar and punctuation

Children have a weekly grammar lesson which is taught in line with the National Curriculum. We use resources from Scofield and Simms and Grammasaurus to help us achieve this. Children then continue to revisit and apply their grammatical knowledge in daily English lessons.

Writing composition

We teach writing through an approach developed by Jane Considine, which centres on engaging, vocabulary-rich texts, that provide a wealth of discussion and writing opportunities. Before writing, children explore and respond to the text. They then have opportunities for vocabulary building and shared writing, before generating and organising their own ideas in their independent writing. Over each year, they will develop a range of skills that will enable them to write for a variety of purposes and across multiple fiction and non-fiction genres with increasing complexity. They will consider the impact their writing will have on the reader, have a sophisticated and increasing bank of vocabulary to draw upon, and have an understanding of how they can improve their writing further. Most of all, we want to ensure that all children, when they leave us, are able to write fluently, with confidence in their ability and a with love of writing.

SEND

Children with SEND or who require additional support for English are identified by teachers in their planning. A range of support is available to them, including table resources such as word banks, sentence starters and task boards, mixed ability grouping to support discussion, and where appropriate additional support from adults. This type of support may include skilled questioning, oral rehearsal of sentences before they are written, or occasionally in some cases, partially scribed work. The full range of support is set out in our 'Inclusion at Christ Church School' provision map.







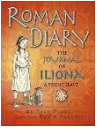




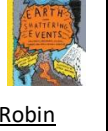



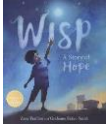

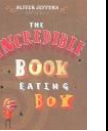


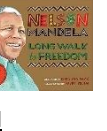
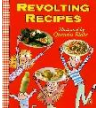
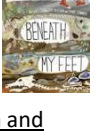
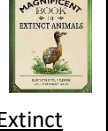


1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 – Year A	<p>Narrative - Story Book – <u>Sam and Dave Dig a Hole</u> by Mac Barnett Jane Considine (EYFS) Progression Through Genres, story (Y1)</p> 	<p>Narrative Story (PSHE themes) Book – <u>Ruby's Worry</u> by Tom Percival Jane Considine (EYFS)</p> 	<p>Narrative Traditional Tale Book – <u>Little Red Riding Hood</u> by Lari Don Jane Considine (1) (Y1)</p> 	<p>Narrative Adventure Book – <u>The Queen's Hat</u> by Steve Atony Jane Considine (1)</p> 	<p>Narrative Story Book - <u>There Is No Dragon In This Story</u> by Lou Carter Philip Webb (EYFS)</p> 	<p>Narrative Science Fiction Book – <u>The Way Back Home</u> by Oliver Jeffrey Jane Considine (1)</p> 
	<p>Non-Fiction Recount Linked to an experience day / event</p>	<p>Poetry Performance and rhyme Identify rhyme, recite and perform, add new lines Book – <u>Poems Out Loud! First Poems to Read and Perform</u></p> 	<p>Non-Fiction Biography Book – <u>Mae Jemison: A Kid's Book About Reaching Your Dreams</u> by Mary Nhin Grammarsaurus (1)</p> 	<p>Letter Linked to class topic or book – <u>Dear Mr Blueberry</u> by Simon James</p> 	<p>Non-Fiction Instructions Fruit Salad Book – <u>Oliver's Fruit Salad</u> by Vivian French</p> 	<p>Non-Fiction Report / Factfile Book – <u>National Geographic Kids: Penguins</u> by Anne Schreiber Jane Considine Unit (EYFS)</p> 
Class 1 – Year B	<p>Narrative Story Book – <u>Handa's Surprise</u> by Eileen Brown Jane Considine (EYFS)</p> 	<p>Narrative Story (PSHE themes) Book – <u>Perfectly Norman</u> by Tom Percival Jane Considine (EYFS)</p> 	<p>Narrative Traditional Tale Book – <u>Jack and the Jellybean Stalk</u> by Rachael Mortimer and Liz Pichon Jane Considine (EYFS)</p> 	<p>Narrative Adventure (*bereavement theme) Book – <u>Grandad's Island</u> by Benji Davies Jane Considine (1)</p> 	<p>Narrative Story (Friendship themes) Book – <u>Iris and Isaac</u> by Catherine Raynor Phillip Webb (EYFS/1)</p> 	<p>Narrative Story Book – <u>The Train Ride</u> by June Crebbin Jane Considine (1)</p> 
	<p>Non-Fiction Recount Linked to an experience day / event</p>	<p>Poetry Performance / list poems Identify theme/pattern, recite and perform, add new lines Book – <u>Zim Zam Zoom: Zappy Poems to Read Out Loud</u> by James Carter</p> 	<p>Non-Fiction Biography Book – <u>Ernest Shackleton or Amelia Earhart: Little People, Big Dreams</u> Grammarsaurus (1)</p> 	<p>Persuasive letter Book – <u>I Wanna Iguana</u> by Karen Kaufman Orloff Jane Considine Unit (EYFS)</p> 	<p>Non-Fiction Instructions Chocolate mug cake. Book – <u>Chocolate Cake</u> by Michael Rosen Jane Considine Unit (EYFS)</p> 	<p>Non-Fiction Report / Factfile Book – <u>If Sharks Disappeared</u> by Lily Williams Jane Considine (EYFS)</p> 



	2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2 – Year A		<p>Narrative Adventure Book – <u>The Bear and The Piano</u> by David Litchfield Jane Considine (1)</p> 	<p>Non-Fiction Non-Chronological Report Book – <u>Winter Sleep, A Hibernation Story</u> by Sean Taylor & Alex Morss Jane Considine (2)</p> 	<p>Narrative Traditional Tale Book – <u>Pinocchio</u>, illustrated by Moira Evangelistic Jane Considine (1)</p> 	<p>Narrative Story Book – <u>The Storm Whale</u> by Benji Davies Jane Considine (1)</p> 	<p>Narrative Legend Book – <u>George and the Dragon</u> by Chris Wormell Janes Considine (2)</p> 	<p>Narrative Adventure Book – <u>The Owl Who Was Afraid Of The Dark</u> by Jill Tomlinson Jane Considine (2)</p> 
		<p>Non-Fiction Recount Based on a book or an experience day/event Jane Considine (1) Grammarsaurus (1/2)</p>	<p>Poetry List Poem Poem - <u>Firework Night</u> by Andrew Collett Jane Considine (1)</p> 	<p>Non-Fiction Biography Book - <u>David Attenborough: Little People, BIG DREAMS</u> by Isabel Sanchez Vegara Grammarsaurus (1)</p> 	<p>Poetry Rhyming Poem Poem – <u>If I were in Charge</u> by Judith Viorst Jane Considine (1)</p> 	<p>Non-Fiction Instructions How is bread made? Book – <u>The bread pet</u> by Kate DePalma Grammarsaurus (1/2)</p> 	<p>Non-Fiction Letter Book – <u>This Is How We Do It</u> by Matt Lamothe Jane Considine (2)</p> 
Class 2 – Year B		<p>Narrative Story Book – <u>Last Stop on Market Street</u> by Matt de la Peña Jane Considine (1)</p> 	<p>Non-Fiction Non-Chronological Report Book – <u>Everything: Big Cats</u> by National Geographic Kids Jane Considine (2)</p> 	<p>Narrative Story Book – <u>Orion and the Dark</u> by Emma Yarlett Philip Webb (1)</p> 	<p>Narrative Adventure (*bereavement theme) Book – <u>The Building Boy</u> by Ross Montgomery Jane Considine (2)</p> 	<p>Narrative Fable Book – <u>The Crows Tale</u> by Naomi Howarth Janes Considine (2)</p> 	<p>Narrative Story Book – <u>The Marvellous Fluffy Squishy Itty Bitty</u> by Beatrice Alemagna Jane Considine (2)</p> 
		<p>Non-Fiction Recount - Newspaper Book – <u>The Great Fire of London: Anniversary Edition</u> by Emma Adams & James Weston Lewis Jane Considine (2)</p> 	<p>Poetry Rhyming Poem Poem - <u>When I Am</u> by Myself, based on the poem, 'When I Close my Eyes' by Eloise Greenfield Jane Considine (1)</p> 	<p>Non-Fiction Biography Book - <u>Bold Women in Black History</u> by Vashti Harrison Jane Considine Unit (1)</p> 	<p>Poetry Rhyming Poem Poem – <u>Desk Diddler</u> based on the poem <u>Bathroom Fiddler</u> by Michael Rosen Jane Considine (2)</p> 	<p>Non-Fiction Instructions How do plants grow? Book – <u>The Extraordinary Gardener</u> by Sam Boughton Grammarsaurus (1/2)</p> 	<p>Non-Fiction Persuasive Letter Book – <u>The Day the Crayons Quit</u> by Drew Darwell Jane Considine (2)</p> 



3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3 – Year A	<p>Narrative Story Book – <u>Stardust</u> by Jeanne Willis Jane Considine (2)</p> 	<p>Narrative Story Book – <u>Star in the Jar</u> by Sam Hey Jane Considine (3)</p> 	<p>Narrative Story Book – <u>The Last Bear</u> by Hannah Gold Jane Considine (3)</p> 	<p>Narrative Traditional Tale (with a twist) Book – <u>The True Story of The Three Little Pigs</u> by John Scieszka Jane Considine Unit (3)</p> 	<p>Narrative Myth Book – <u>Theseus and the Minotaur</u> by Hugh Lupton Jane Considine (3)</p> 	<p>Narrative Adventure Book – <u>The Secret of Black Rock</u> by Joe Todd Stanton Jane Considine Unit (3)</p> 
	<p>Non-Fiction Recount - Diary Book – <u>The Journey of Iliona - A Young Slave</u> by Richard Platt Jane Considine (3)</p> 	<p>Poetry Simile, metaphor Poem – <u>Autumn is Here</u> Jane Considine (3)</p> 	<p>Non-Fiction Biography Book – <u>Stephen Hawking: Little People, Big Dreams</u> Isabel Sanchez Vegara</p> 	<p>Non-Fiction Instructions Recipes Book – <u>Bake me a Story</u> by Nadia Hussain Grammarsaurus (3)</p> 	<p>Non-Fiction Persuasion – Holiday Brochure Book – <u>Skara Brae (Prehistoric Briton)</u> by Dawn Finch Jane Considine (3)</p> 	<p>Non-Fiction Non-Chronological Report Book – <u>Earth-Shattering Events</u> by Robin Jacobs Jane Considine (2)</p> 
Class 3 – Year B	<p>Narrative Traditional Tale (with a twist) Book – <u>Little Red Reading Hood</u> by Lucy Rowland Jane Considine (2)</p> 	<p>Narrative Story (Historical theme) Book – <u>Stone Age Boy</u> by Satoshi Kitamura Jane Considine Unit (3)</p> 	<p>Narrative Suspense Book – <u>Wolves in the walls</u> by Neil Gaiman Jane Considine (3)</p> 	<p>Narrative Story Book – <u>Wisp: A Story of Hope</u> by Zana Fraillon Jane Considine Unit (3)</p> 	<p>Narrative Traditional Tale from China <u>The Magic Paintbrush</u> by Julia Donaldson Jane Considine (3)</p> 	<p>Narrative Comedy Book – <u>The Incredible Eating Boy</u> by Oliver Jeffers Jane Considine (3)</p> 
	<p>Non-Fiction Recount - Diary Book – <u>The Match box diary</u> by Paul Fleishmann Jane Considine (3)</p> 	<p>Poetry Personification, rhyme Poem – <u>I asked a little boy who cannot see</u> Jane Considine (3)</p> 	<p>Non-fiction Biography Book – <u>Long Walk to Freedom: Illustrated Children's edition</u> by Chris Van Wyk, Nelson Mandela</p> 	<p>Non-Fiction Instructions Recipes Book – <u>Roald Dahl Revolting Recipes</u> Grammarsaurus (3)</p> 	<p>Non-Fiction Explanation Book – <u>The Street Beneath My Feet</u> by Charlotte Guillain and Yuval Zomme Jane Considine (3)</p> 	<p>Non-Fiction Non-Chronological Report Book – <u>The Magnificent Book of Extinct Animals</u> by Weldon Owen Grammarsaurus (3)</p> 



4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 4 – Year A	<p>Narrative Adventure Book – <u>The Explorer</u> by Katherine Rundell Jane Considine (5)</p> 	<p>Narrative Adventure Book – <u>Journey</u> by Aaron Becker Jane Considine (4)</p> 	<p>Narrative Fantasy Book and animation film – <u>The Lost Thing</u> by Shaun Tan. Jane Considine (4)</p> 	<p>Narrative Fairytale Book – <u>The Princess and the Pea</u> by Lauren Child Jane Considine (4)</p> 	<p>Narrative Mystery Book – <u>The Nowhere Emporium</u> by Ross Mackenzie Jane Considine (5)</p> 	<p>Narrative Legacy Book – <u>FaRThER</u> by Grahame Baker-Smith Jane Considine (4)</p> 
	<p>Non-Fiction Unit – Persuasive writing: Holiday brochures Book – <u>The Travel Book: A Journey Through Every Country in the World.</u> Lonely Planet Jane Considine (4)</p> 	<p>Poetry Rhyme Poem – adapted from <u>Still I Rise</u> by Maya Angelou Jane Considine (4)</p> 	<p>Non-Fiction Newspaper Report Book - <u>The Wizards of Once</u> by Cressida Cowell Jane Considine (4)</p> 	<p>Non-Fiction Balanced Argument <u>Is screen use making children lazy?</u> Jane Considine (5)</p> 	<p>Playscript Video - <u>Eyam, the Plague Village</u> (BBC Teach) Jane Considine (4)</p> 	<p>Non-Fiction Explanation Book – <u>Gut Garden: A Journey into the Wonderful World of Your Microbiome</u> by Katie Brosnan Jane Considine (4)</p> 
Class 4 – Year B	<p>Narrative Mystery Book – <u>The Great Chocoplot</u> by Chris Callaghan Jane Considine (4)</p> 	<p>Narrative Story Book – <u>Gorilla</u> by Anthony Browne Jane Considine (5)</p> 	<p>Narrative Adventure Book – <u>Cosmic</u> by Frank Cottrell Boyce Jane Considine (5)</p> 	<p>Narrative Traditional Tale <u>Aladdin and the Enchanted Lamp</u> by Phillip Pullman Jane Considine (4)</p> 	<p>Narrative Science Fiction Book – <u>The Iron Man</u> - Ted Hughes Jane Considine (4)</p> 	<p>Narrative Mystery Animation and book – <u>The Fantastic Flying Books of Mr. Morris Lessmore</u> Jane Considine (5)</p> 
	<p>Non-Fiction Persuasive writing: Advert <u>A Sustainable Alternative to Plastic Straws - The Stroodle</u> Jane Considine (4)</p> 	<p>Poetry Narrative Poem Poem – <u>The Highwayman</u> by Alfred Noyes Jane Considine (5)</p> 	<p>Non-Fiction Balanced Argument <u>Should we feed animals in national parks?</u> Book – <u>National Parks of the USA</u> by Kate Siber and Chris Turnham Jane Considine (4)</p> 	<p>Non-Fiction Newspaper Report <u>Matthew Henson: Online research and book – Race to the Frozen North</u> by Catherine Johnson</p> 	<p>Non-Fiction Tour Script <u>Once Upon A Raindrop, The Story of Water</u> by James Carter Jane Considine (4)</p> 	<p>Non-Fiction Non-Chronological report Book – <u>The Big Book of Festivals</u> by Joan-Maree Hargreaves</p> 



	5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 5 – Year A	5	<p>Narrative Horror Book – <u>A Monster Calls</u> by Patrick Ness Jane Considine (6)</p> 	<p>Narrative Adventure Book – <u>The Journey</u> by Francesca Sanna Jane Considine (6)</p> 	<p>Narrative Mystery and Suspense Book – <u>Hugo Cabaret</u> by Brian Selznick Phillip Webb (5/6)</p> 	<p>Narrative Story (Historical Theme) Book – <u>Rose</u> by Ian McEwan Jane Considine (6)</p> 	<p>Narrative Fantasy Book – <u>Zoo</u> by Anthony Browne Jane Considine (6)</p> 	<p>Narrative Story Animation – <u>Varmints</u> Jane Considine (6)</p> 
		<p>Non-Fiction Journal Stimulus – <u>Mars Transmission</u> (JC) Book - <u>NASA Missions to Mars: A Visual History of Our Quest to Explore the Red Planet</u> by Piers Bizony Jane Considine (5)</p> 	<p>Poetry Poem – <u>The Malfaeasance</u> by Alan Bold Jane Considine (5)</p> 	<p>Non-Fiction Speech <u>Refugees</u> Book - <u>Malala Yousafzai Little People Big Dreams</u> Jane Considine (5)</p> 	<p>Non Fiction Newspaper Report <u>Goldilocks</u>. Book – <u>Ladybird Favourite Fairy Tales</u> Jane Considine (6)</p> 	<p>Non Fiction Persuasive Letter Book – <u>Kick</u> by Mitch Johnson Jane Considine (5)</p> 	<p>Non-Fiction Non-Chronological report Book – <u>The Origin of Species</u> by Sabina Radeva Jane Considine (6)</p> 
Class 5 – Year B	5	<p>Narrative Dystopian Adventure Book – <u>Tyger</u> by SF Said Jane Considine (6)</p> 	<p>Narrative Story Animation and book – <u>The Snowman</u> by Raymond Briggs Jane Considine (6)</p> 	<p>Narrative Mystery Book – <u>The Graveyard Book</u> by Neil Gaiman Jane Considine (6)</p> 	<p>Narrative Story Book – <u>The Arrival</u> by Shaun Tan Jane Considine (6)</p> 	<p>Narrative Traditional Tales Book – <u>Hansel and Gretel</u> by Neil Gaiman Jane Considine (6)</p> 	<p>Narrative Romance Animation – <u>Paperman</u> Jane Considine (6)</p> 
		<p>Non Fiction Blog Pet Peeves. Book – <u>Step into your Power</u> by Jamia Wilson Jane Considine (5)</p> 	<p>Non Fiction Persuasive letter Letter to Scrooge Book – <u>A Christmas Carol</u> by Charles Dickens (Oxford Children's Classic) Jane Considine (6)</p> 	<p>Non-Fiction Speech <u>Plastic Pollution</u> Book – <u>Plastic Planet</u> by Georgia Amson-Bradshaw Jane Considine (5)</p> 	<p>Poetry Poetry Book – <u>The Lost Words</u> by Robert Macfarlan Jane Considine (6)</p> 	<p>Non-Fiction Newspaper Report <u>Brightstorm</u> by Vashti Hardy Literacy Shed Plus (5/6)</p> 	<p>Non-Fiction Non-Chronological report Book – <u>Everest</u> by Sangma Francis and Lisk Feng Jane Considine (6)</p> 