

Cycle A Green Group Long Term Plan for English

	Fiction	Non-fiction	Poetry
Term 1	<p>Stories about times past Suggested books: <i>The Butterfly Lion</i> by Michael Morpurgo <i>The Pearl Diver</i> by Julia Johnson <i>A Gift of the Sands</i> by Julia Johnson</p> <p><u>Grammar includes:</u> Using and punctuating direct speech, indicating possession by using the possessive apostrophe with plural nouns. Using and recognising nouns, adjectives and prepositional phrases; using adverbs; using adverbs and prepositions to express time and place.</p>	<p>Information texts Suggested books: <i>The Usborne Complete Book of Art ideas</i> by Fiona Watt or close alternative <i>The Kingfisher Book of Music</i>- published by Kingfisher <i>Children’s Book of Music</i> -pub by Dorling Kindersley <i>Usborne Introduction to Music: Internet Linked</i> by Eileen O’Brien</p> <p><u>Grammar includes:</u> Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; choosing nouns and pronouns for clarity and to avoid repetition. Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time & cause.</p>	<p>Poetic form: Syllabic poems Suggested books: <i>Window</i> by Jeannie Baker <i>Various poems</i> from a range of poets</p> <p><u>Grammar includes:</u> Using grammatical terminology specifically by using and recognising adjectives, nouns and adverbs; understanding and using adverbials and fronted adverbials; using and understanding grammatical terminology.</p>
Term 2	<p>Myths and legends Fairy stories and Playscripts Suggested books: <i>How to Catch A Mermaid</i> by Jane Ray <i>The Seal Children</i> by Jackie Morris <i>Beowulf</i> retold by Michael Morpurgo <i>Beware of the Storybook Wolves</i>, by Lauren Child <i>The Pea and the Princess</i>, by Mini Grey <i>The Princess and the Pea</i>, by Lauren Child</p> <p><u>Grammar includes:</u> Using powerful verbs and adjectives, using the present perfect rather than simple past tense, understanding that writing can be 3rd or 1st person, using and punctuating direct speech, using apostrophes in possessives.</p>	<p>Recounts Suggested books: <i>Little Mouse’s Book of Fears</i> by Emily Gravett <i>The Wolves in the Walls</i> by Neil Gaiman <i>Wolves</i> by Emily Gravett <i>Top Gun of the Sky</i> by Martin Bradley</p> <p><u>Grammar includes:</u> Understanding grammatical terms: verb, noun, adjective, adverb, using adverbs and adverbials (prepositional phrases which act as adverbs), using past tense, beginning to understand the perfect form of verbs. Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause.</p>	<p>List poems, kennings Suggested books: A variety of poems selected from <i>The Works Poems to Perform: A Classic collection</i>, chosen by Julia Donaldson</p> <p><u>Grammar includes:</u> Writing sentences with more than one clause using a wider range of connectives. Choosing and using pronouns appropriately for cohesion and to avoid repetition, using possessive apostrophe with singular and plural nouns.</p>

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Term 3	<p>Fables Stories from other cultures</p> <p>Suggested books: <i>Aesop's Fables</i> by Michael Rosen <i>Journey To Jo'burg</i> by Beverley Naidoo <i>Africa is not a Country</i> by Margy Burns Knight <i>Mufaro's Beautiful Daughters</i> retold by John Steptoe <i>The Pot of Wisdom – Ananse Stories</i> retold by Adwoa Badoe</p> <p><u>Grammar includes:</u> Recognising simple sentences; beginning to recognise or revise compound and complex sentences; using conjunctions to express time or cause; learning how to use dialogue punctuation or revise this.</p>	<p>Persuasive writing Chronological reports</p> <p>Suggested books: <i>The Rainbow Bear</i> by Michael Morpurgo <i>Zoo</i> by Anthony Browne <i>The Ice Bear</i> by Nicola Davies <i>Henry's Freedom Box</i> by Ellen Levine <i>Who Was Rosa Parks?</i> by Yona Zeldis McDonough</p> <p><u>Grammar includes:</u> Learning the grammar for Years 3 and 4 in Appendix 2, using and punctuating direct speech, using the present perfect form of verbs in contrast to the past tense.</p>	<p>Nonsense poetry Poetry by heart</p> <p>Suggested books: A variety of poems selected from <i>The Works Off By Heart – Poems for YOU to remember</i> chosen by Roger Stevens</p> <p><u>Grammar includes:</u> Recapping on previous grammar terminology and using and understanding KS2 grammar terminology – particularly word classes: noun, adjective, verb, adverb, pronoun, identifying and using fronted adverbials, using commas after fronted adverbials.</p>

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	Fiction	Non-fiction	Poetry
Term 1	<p>Classic fiction Suggested books: <i>The Jungle Book</i> by Rudyard Kipling <i>Just So stories</i> by Rudyard Kipling</p> <p><u>Grammar includes:</u> Learning the grammar in Appendix 2 specifically using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech.</p>	<p>Instructions and Explanations Suggested books: Examples of <i>instructional and explanation</i> text are provided</p> <p><u>Grammar includes:</u> Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently.</p>	<p>Classic poems Suggested books: <i>The Walrus and the Carpenter</i> by Lewis Carroll <i>Cautionary Tales</i> by Hilaire Belloc</p> <p><u>Grammar includes:</u> Learning the grammar in Appendix 2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; using expanded noun phrases to convey complicated information concisely; using hyphens to avoid ambiguity.</p>
Term 2	<p>Genre fiction Suggested books: <i>Short</i> by Kevin Crossley Holland</p> <p><u>Grammar includes:</u> Adverbials of time, place and number; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses; using semi-colons to mark boundary between independent clauses.</p>	<p>Reports and Journalistic Writing Suggested books: <i>Tuesday</i> by David Wiesner</p> <p><u>Grammar includes:</u> Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning.</p>	<p>Classic narrative and oral poetry Suggested books: <i>The Ballad of Charlotte Dymond</i> by Charles Causley <i>Lochinvar</i> by Sir Walter Scott</p> <p><u>Grammar includes:</u> Using commas to clarify meaning; using elaborated language of description, including expanded noun phrases, adjectives, adverbial and a variety of subordinate clauses, including relative clauses.</p>

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Term 3	<p>Classic novels Suggested books: <i>The Hobbit</i> by JRR Tolkien, (Graphic novel) illustrated by David Wenzel, adapted by Charles Dixon (2006)</p> <p><u>Grammar includes:</u> Writing complex and compound sentences; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; using accurate sentence and speech punctuation</p>	<p>Non-chronological Reports Suggested books: <i>Various reports</i> (provided)</p> <p><u>Grammar includes:</u> Beginning to understand the use of active and passive verbs, especially the use of the passive form in reports; recognising and using a past participle; using semi-colons, colons and dashes appropriately in reports; using bullet points in reports</p>	<p>Power of Imagery Suggested books: <i>The Convergence of the Twain</i> by Thomas Hardy (Animated Tale – <i>see resources</i>)</p> <p><u>Grammar includes:</u> Using fronted adverbials and non-finite verbs to start a sentence; using commas after fronted adverbials; using elaborated description, including adjectives and adverbs, and subordinate clauses</p>