

English Long Term Plan

The old Primary Framework was highly specific in detailing exactly what genres of writing and text types were taught and for how long. The new curriculum moves away from this entirely and is much more concerned with writing composition techniques, grammar and sentence construction. This enables us to be flexible and link text types to the creative curriculum. However, we still need to ensure we are exposing children to a wide variety of text types.

Keystage One

No guidance is given for KS1 where the focus is very much on phonics and simple features of writing, as opposed to prescription over different genre types. This will allow good links to be made with the creative curriculum.

Text types to consider: (again, these are not specified and are just the main text types):

Fiction:

- Traditional tales
- Stories with familiar settings
- Stories from other cultures
- Character/settings description
- Stories from significant authors.

Non-fiction:

- Reports
- Recounts
- Instructions
- Labels, list & captions
- Poems with a structure
- Patterns & rhyme

Keystage 2

Elements required to be taught in Years 3 and 4:

- Greetings in letters
- A diary written in the first person
- Presentational devices such as numbering and headings in instructions

The curriculum states: reading should include the triumph of good over evil and magical devices in fairy stories and folk tales, myths and legends. Children should recognise different forms of poetry such as free verse and narrative. They should prepare poems and play scripts to read aloud. The resources should include whole books as well as extracts.

Years 5 and 6

The curriculum states that children should experience public speaking, performance and debate. They should be developing confidence and mastery of language. Children should be exposed to a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. They should recommend books to their peers and give reasons for choices. They should learn a wide range of poetry off by heart, preparing poems and plays to read aloud. Children should take part in formal presentations. Again the curriculum mentions no specific genres. Resources should include whole books as well as extracts.

Key stage Two

Text types to consider: (again, these are not specified and are just the main text types):

Non-fiction

- Instructions
- Balanced argument
- Persuasive texts
- Newspaper reports
- Non-chronological reports
- Formal and explanation writing (including letters)
- Recount
- Diary entries
- Information texts
- Biography and autobiography

Fiction

- Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick). NB these are purely examples as nothing is listed in the guidance, either statutory or non-statutory.
- Adventure stories
- Mystery stories
- Fables
- Myths and Legends
- Plays
- Stories with historical settings
- Stories from different cultures
- Stories set in imaginary worlds
- Story in the style of a significant author
- Classic narrative
- Flashback stories
- Study of a significant text