





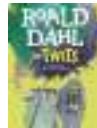




Our Lady of the Assumption Catholic Primary School – English Long-Term Plan 2025-26

Year 1	Autumn 1				Autumn 2			Spring 1			Spring 2			Summer 1		Summer 2	
Core Texts	Classic stories Whatever next	Modern stories How to catch a star	Modern stories Room on a broom	Traditional tales Little red riding hood	Modern stories Huglass Duglass	Modern stories The Gecko and the echo	Classic stories The Tiger who came to tea by Judith Kerr	Traditional tales Rapunzel	Classic stories The paper bag princess by Robert Munisch	Non-fiction See inside Castles usbourne	Modern stories Hair love by matthew Cherry	Traditional tales Rumpel stiltskin	Classic stories Mrs. Armitage Queen of the road.	Modern stories Sharing a shell by Julia Donaldson	Non-fiction The big book of blue	Classic stories Lighthouse keeper's lunch	Traditional tales The hare and the tortoise
Writing Outcomes	Drawing club							Drawing club						Writing to describe setting Sentences to describe the rock pool	Writing to inform Sentences about sharks	Writing to describe character Sequenced Sentences to describe the lighthouse keeper	Writing to recount events Sequenced sentences to retell the story
Grammar Focus	Consistently use <u>and</u> to join two sentences.							Use plural nouns (s,es) Begin to use verb suffixes where the root work is unchanged (ing, ed,er)						Use the un prefix to change the meaning. Write sentences that are single clause. Use the co-ordinating conjunction and.			
Punctuation focus	Separate words with spaces consistently and accurately. Use capital letters and full stops to demarcate sentences.							Begin to use questions marks and exclamation marks accurately						Use punctuation accurately (capital letters, full stops, exclamation marks and question marks)			
Poetry	Modern Poetry Festival poems by Brian Moses Smile out loud by Joseph Coelho																

Year 2						
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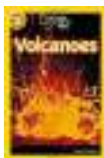






Core Texts	Traditional Tales <i>Anansi the Spider</i> 4 wks  Gerald McDermott	Modern Stories <i>Lila and the Secret of Rain</i> 3 wks David Conway 	Non-Fiction <i>Roar!</i> 3 wks National Geographic 	Modern Stories <i>Meerkat Mail</i> 4 wks Emily Gravett 	Classic Stories <i>Paddington and the Palace</i> 4wks Michael Bond 	Traditional Tales 3 wks <i>The Elves and the Shoemaker</i> 	Classic Stories <i>The Twits</i> Roald Dahl 2 wks + 3 wks 		Modern Stories 2 wks <i>Jabari Jumps</i> by Gaia Cornwall	Non-Fiction 3wks <i>Amelia Earhart</i> , Little people, big dreams 	Classic Stories The Owl who was afraid of the Dark 3 wks Jill Tomlinson 
Writing Outcomes	Writing to describe – setting – Description of the desert setting -Letters to characters	Writing to recount events – Character description Recount of events in role as Lila	Writing to inform – Information text about an African big cat	Writing to narrate – character description of a spider Write story in own words	Writing to narrate - Character description (immersion) New Paddington adventure story	Writing to recount events – diary – * Diary in role as a character	Writing to instruct Instructions for worm spaghetti	Writing to narrate – Description of Mr or Mrs Twit Write their own Chapter	Writing to narrate – Retell section of the story in own words	Writing to inform Fact file about Amelia Earhart	Writing to persuade – Letter to plop about how not to be afraid PSED – letter to yourself about moving to KS3
Grammar Focus	<ul style="list-style-type: none">Write sentences that are grammatically correct (single-clause) (year 1)Use coordinating conjunctions in multi-clause sentences (<i>and, but</i>)Use some subordinating conjunctions in multi-clause sentences (<i>because</i>)Write different forms of sentences – statement sentences, question sentences.Identify nouns, verbs and adjectives in sentencesUse the present and past tense correctly – simple past and simple present.					<ul style="list-style-type: none">Use coordinating conjunctions in multi-clause sentences (<i>and, but, or</i>)Use some subordinating conjunctions in multi-clause sentences (<i>because, when, if</i>)Write different forms of sentences – statement sentences, question sentences, command sentencesUse expanded noun phrases for description and specification (adjectives)Identify nouns, verbs, adjectives and adverbs in sentencesBegin to use adverbs (time)Use the present and past tense correctly and consistently – simple past and simple present.			<ul style="list-style-type: none">Use coordinating conjunctions in multi-clause sentences (<i>and, but, or</i>)Use some subordinating conjunctions in multi-clause sentences (<i>because, when, if</i>)Write different forms of sentences – statement sentences, question sentences, exclamation sentences, command sentencesUse expanded noun phrases for description and specification (adjectives)Identify nouns, verbs, adjectives and adverbs in sentencesBegin to use adverbs (time and manner)Use the present and past tense correctly and consistently, including the past and present progressive form.		
Punctuation focus	<ul style="list-style-type: none">Use a capital letter for names of people, places, the days of the week, and for the personal pronoun <i>I</i> (year 1)Use capital letters, full stops and question marks to demarcate sentences					<ul style="list-style-type: none">Use capital letters, full stops and question marks to demarcate sentencesUse apostrophes for contracted forms			<ul style="list-style-type: none">Use capital letters, full stops and question marks to demarcate sentencesBegin to use exclamation marks when requiredUse commas to separate items in a listUse apostrophes for contracted formsBegin to use apostrophes for singular possession		

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Poetry	Modern Poetry – 1 week <i>Zim Zam Zoom James Carter</i>		

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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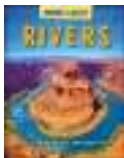

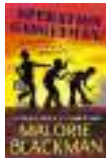


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Core Texts	Picture Fiction / Traditional Tales <i>The True Story of the Three Little Pigs</i> Jon Scieszka 	Non-Fiction Volcanoes National Geographic Kids 	Modern Stories <i>Claude in the City</i> Alex T Smith 	Traditional Tales <i>Ancient Egypt: Tales of Gods and Pharoahs</i> Marica Williams 		Classic Stories <i>The Iron Man</i> Ted Hughes 		Non-Fiction <i>Are you What you eat?</i> DK 	Picture Fiction <i>The Lost Happy Endings</i> Carol Ann Duffy 	Modern Stories <i>No 1 Car Spotter</i> Atinuke 		
Writing Outcomes	Writing to narrate Own alternative version of a trad tale	Writing to inform Non-chron report about volcanoes	Writing to describe character Description of Claude	Writing to recount events - diary Diary entry in role as Claude	Writing to narrate – Section of the story from someone else's perspective e.g. Horus	Writing to inform Fact file about an Egyptian pharaoh	Writing to describe – setting Description of opening setting	Writing to recount events Letter recounting part of the story e.g. in role as Hogarth	Writing to persuade Leaflet promoting healthy eating	Writing to narrate – Own ending to the story, including dialogue?	Writing to instruct Instructions linked to text e.g. recipe	Writing to describe character Description of No 1
Grammar Focus	<ul style="list-style-type: none">Use coordinating conjunctions in multi-clause sentences (<i>and, but, or</i>) (year 2)Use some subordinating conjunctions in multi-clause sentences (<i>because, when, if</i>) (year 2)Write different forms of sentences – statement sentences, question sentences, exclamation sentences, command sentences (year 2)Use expanded noun phrases for description and specification (adjectives) (year 2)Identify nouns, verbs, adjectives and adverbs in sentences (year 2)Begin to use adverbs (time and manner) (year 2)Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)Use headings and sub-headings to aid presentation				<ul style="list-style-type: none">Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2 + <i>while</i>)Use adverbs or prepositions to express time, place and causeWrite different forms of sentences – statement sentences, question sentences, exclamation sentences, command sentences (year 2)Identify nouns, verbs, adjectives and adverbs in sentences (year 2)Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)Use headings and sub-headings to aid presentationBegin to use paragraphs to organise ideas around a theme				<ul style="list-style-type: none">Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2 + <i>so, while, until</i>)Use adverbs or prepositions to express time, place and cause (including prepositional and adverbial phrases)Explain the difference between a phrase and a clauseIdentify nouns, verbs, adjectives and adverbs in sentences (year 2)Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)Begin to use the present perfect form of verbs instead of the simple past.Use headings and sub-headings to aid presentationBegin to use paragraphs to organise ideas around a theme			

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Punctuation focus	<ul style="list-style-type: none">• Use capital letters, full stops and question marks to demarcate sentences (year 2)• Begin to use exclamation marks when required (year 2)• Use commas to separate items in a list (year 2)• Use apostrophes for contracted forms (year 2)• Use apostrophes for singular possession	<ul style="list-style-type: none">• Use apostrophes for singular possession• Use inverted commas to punctuate direct speech – a single piece of speech.	<ul style="list-style-type: none">• Use apostrophes for singular possession• Use inverted commas to punctuate direct speech – a back and forth conversation.
Poetry	Modern Poetry <i>Hot like Fire Valerie loom</i>		

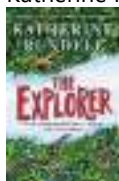






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Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer1		Summer 2	
Core Texts	Picture Fiction <i>Farther</i> Grahame Baker-Smith 	Non-Fiction <i>Roman Army</i> Usborne <i>Discovery</i> 	Modern Stories <i>Romans on the Rampage</i> Jeremy Strong 		Non-Fiction <i>Rivers</i> Where on Earth? series 	Picture Fiction <i>Flood!</i> Alvaro F Villa 	Modern Stories <i>Operation Gadgetman</i> Malorie Blackman 		Traditional Tales <i>Firebird</i> Saviour Pirotta 		Classic Stories <i>The Firework Maker's Daughter</i> Philip Pullman 	
Writing Outcomes	Writing to narrate - dialogue Conversation between the boy and his dad	Writing to instruct Write instructions making a tortoise formation.	Writing to persuade Persuasive speech e.g. someone to join the army, become a charioteer etc.	Writing to narrate Retell part of the story from a different perspective	Writing to inform Information text about rivers	Writing to recount events - journalistic Newspaper article retelling events from the story	Writing to describe - setting Description of one of the settings e.g. Dad's shed	Writing to recount events - diary Diary entry in role as Beans	Writing to describe - character Character description e.g. Prince Ivan	Writing to narrate Write own version of the traditional tale	Writing to persuade Letter from Lila to her father for him to let her be a firework maker	Writing to describe - character Description of Lila
Grammar focus	<ul style="list-style-type: none"> Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2 + <i>so, while, until</i>) (year 3) Use adverbs or prepositions to express time, place and cause (including prepositional and adverbial phrases) (year 3) Explain the difference between a phrase and a clause (year 3) Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2) Use the present perfect form of verbs instead of the simple past. Use paragraphs to organise ideas around a theme Use a range of expanded noun phrases (modifying adjectives, nouns) Choose nouns or pronouns appropriately within and across sentences for clarity and cohesion, and to avoid repetition 				<ul style="list-style-type: none"> Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2, Y3 +, <i>since, as,</i>) Use paragraphs to organise ideas around a theme Use a range of expanded noun phrases (modifying adjectives, nouns and preposition phrases) Use fronted adverbials punctuated with a comma (time, manner) Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2) Choose nouns or pronouns appropriately within and across sentences for clarity and cohesion, and to avoid repetition Use the present perfect form of verbs instead of the simple past Identify and use a range of determiners in sentences 				<ul style="list-style-type: none"> Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2, Y3 + <i>although, since, as, before</i>) Use paragraphs to organise ideas around a theme Use a range of expanded noun phrases (modifying adjectives, nouns and preposition phrases) Use fronted adverbials punctuated with a comma (time, manner and place) Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2) Choose nouns or pronouns appropriately within and across sentences for clarity and cohesion, and to avoid repetition Use the present perfect form of verbs instead of the simple past 			

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			<ul style="list-style-type: none"> Identify and use a range of determiners in sentences
Punctuation focus	<ul style="list-style-type: none"> Use apostrophes for singular possession (year 3) Use inverted commas to punctuate direct speech – a back and forth conversation. (year 3) 	<ul style="list-style-type: none"> Use apostrophes for singular possession (year 3) Use inverted commas and start/end punctuation to indicate direct speech (single speech and back and forth conversation) 	<ul style="list-style-type: none"> Use apostrophes for plural possession Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation)
Poetry	Modern Poetry <i>Jelly Boots, Smelly Boots or On the Move</i> Michael Rosen		







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Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
Core Texts	Modern Stories The Explorer Katherine Rundell 		Non-Fiction Rainforests Where on earth series 		Picture Fiction The Great Kapok Tree Lynne Cherry 		Modern Stories How to Train Your Dragon (Cressida Cowell) 		Traditional Tales Beowulf Michael Morpurgo 		Classic stories Harry Potter & the Philosopher's Stone JK Rowling 		Non-fiction Shackleton's journey William Grill 	
	Writing Outcomes	Writing to describe - setting Description of the rainforest setting	Writing to narrate Section of the story from another character's perspective	Writing to inform Non-chron report about rainforests	Writing to persuade - Persuasive speech against deforestation	Writing to describe – character Description of Hiccup	Writing to instruct Instructions for how to catch a dragon	Writing to recount events - journalist News article about Beowulf and his heroics	Writing to narrate Sequel story e.g. Beowulf and the Dragon of the Sea	Writing to describe - character Description of a key character e.g. Harry / Hagrid	Writing to inform Detailed fact file about Quidditch	Writing to narrate Write own end to the story	Writing to recount events - diary Diary entry in role as Shackleton	
Grammar Focus	<ul style="list-style-type: none">Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2, Y3 + <i>although, since, as, before</i>) *year 4) – vary the positionUse paragraphs to organise ideas around a theme (year 4)Use a range of expanded noun phrases (modifying adjectives, nouns and preposition phrases) (year 4)Use fronted adverbials punctuated with a comma (time, manner and place) (year 4)Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)Choose nouns or pronouns appropriately within and across sentences for clarity and cohesion, and to avoid repetition (year 4)Use the present perfect form of verbs instead of the simple past (year 4) Identify and use a range of determiners in sentences (year 4)Link ideas across paragraphs using adverbials of time, place and number or tense choices				<ul style="list-style-type: none">Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2, Y3 + <i>although, since, as, before</i>) *year 4) – vary the positionUse relative clauses beginning with <i>who, which, where</i>,Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)Use modal verbs or adverbs to indicate degrees of possibilityLink ideas across paragraphs using adverbials of time, place and number or tense choicesUse the present perfect form of verbs instead of the simple past (year 4)				<ul style="list-style-type: none">Use relative clauses beginning with <i>who, which, where, when, whose, that</i>Use modal verbs or adverbs to indicate degrees of possibilityUse the present and past tense correctly and consistently, including the past and present progressive form. (year 2)Build cohesion within a paragraph using cohesive devices (adverbials, pronouns, prepositional phrases, conjunctions)Link ideas across paragraphs using adverbials of time, place and number or tense choicesBegin to use the perfect form of verbs to mark relationships of time and cause					

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Punctuation focus	<ul style="list-style-type: none"> • Use apostrophes for plural possession (year 4) • Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation) (year 4) • Use comma after a subordinate clause at the start of a sentence. 	<ul style="list-style-type: none"> • Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation) (year 4) • Use comma after a subordinate • Use commas to clarify meaning or avoid ambiguity, (mark phrases and clauses) • Use commas to indicate parenthesis 	<ul style="list-style-type: none"> • Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation) (year 4) • Use comma after a subordinate • Use commas to clarify meaning or avoid ambiguity, (mark phrases and clauses) • Use brackets, dashes or commas to indicate parenthesis
Poetry	Modern Poetry <i>Moon Juice</i> Kate Wakeling		

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Year 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Texts	Classic Stories <i>Goodnight Mr Tom</i> Michelle Magorian 		Non-fiction Everything World War 2. National Geographic series.	Picture fiction <i>Rose Blanche</i> Ian McEwen 	Modern Stories <i>Stormbreaker</i> Anthony Horowitz 		Shakespeare Macbeth William Shakespeare 		Traditional Tales - myths <i>The Orchard Book of Greek Myths</i> (Geraldine McCaughrean) 		Modern Stories <i>Who let the Gods Out</i> Maz Evans 	
Writing Outcomes	Writing to narrate Section of the story from Mister Tom's perspective	Writing to recount events - diary Diary in role as Willie	Writing to inform Non-chron report on aspect(s) of the war.	Writing to describe - setting Description of setting e.g. opening scene	Writing to describe - character Character description of Alex Rider	Writing to persuade Persuasive letter of application to be a spy	Writing to narrate Opening section as a detailed narrative	Writing to recount events – journalistic Newspaper article linked to events e.g. death of Duncan	Writing to inform Information text about Greek gods & goddesses	Writing to narrate Own Greek-inspired myth e.g. defeating the monster	Writing to persuade Persuasive speech by Virgo e.g. to persuade the gods to let her go to earth	Writing to narrate Own section of the story including dialogue
Grammar Focus	<ul style="list-style-type: none">Use modal verbs or adverbs to indicate degrees of possibility (year 5)Use verb tenses consistently and correctly throughout writing.Use a wider range of cohesive devices to build cohesion within and across paragraphs e.g. adverbials, pronouns, prepositional phrases, repetition of a word or phrase, grammatical connections e.g. ellipsisUse the perfect form of verbs to mark relationships of time and causeChoose and use structures typical of informal speech and writing, and formal speech and writing				<ul style="list-style-type: none">Use passive verbs to affect the presentation of information in a sentenceUse the perfect form of verbs to mark relationships of time and causeChoose and use structures typical of informal speech and writing, and formal speech and writingUse a range of cohesive devices to build cohesion within and across paragraphs e.g. adverbials, pronouns, prepositional phrases, repetition of a word or phrase, grammatical connections e.g. ellipsisUse expanded noun phrases to convey complicated information concisely				<ul style="list-style-type: none">Use passive verbs to affect the presentation of information in a sentenceUse the perfect form of verbs to mark relationships of time and causeExplain and use the subjunctive formChoose and use structures typical of informal speech and writing, and formal speech and writingUse a wider range of cohesive devices to build cohesion within and across paragraphs e.g. adverbials, pronouns, prepositional phrases, repetition of a word or phrase, grammatical connections e.g. ellipsisUse expanded noun phrases to convey complicated information concisely			
Punctuation Focus	<ul style="list-style-type: none">Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation) (year 4)Use comma after a subordinate (year 5)Use commas to clarify meaning or avoid ambiguity, (mark phrases and clauses) (year 5)				<ul style="list-style-type: none">Use semi-colons and dashes to mark the boundary between independent clausesUse a colon to introduce a list and use semi-colons within listsPunctuate bullet points consistentlyUse hyphens to avoid ambiguity				<ul style="list-style-type: none">Use semi-colons, colons and dashes to mark the boundary between independent clausesUse a colon to introduce a list and use semi-colons within listsPunctuate bullet points consistentlyUse hyphens to avoid ambiguity			

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	<ul style="list-style-type: none">• Use brackets, dashes or commas to indicate parenthesis (year 5)• Use a colon to introduce a list and use semi-colons within lists• Punctuate bullet points consistently		
Poetry	Modern Poetry <i>Talking Turkeys, football Mad etc Benjamin Zephaniah / Overheard in a tower block Joseph Coelho</i>		