

Christ the King Catholic Voluntary Academy

English Long-Term Plan – Literature Spine



	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
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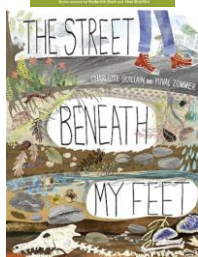
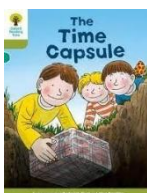
Reception

Writing texts and skills

New Starters Home Visits and Transition Days. (2WK)

BASELINE (2WKS)

The Time Capsule



I can identify rhyming pairs and continue a rhyming string

I can orally blend and segment

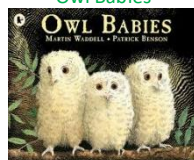
I can read and write my name

I can name the first 10 letter sound correspondence, sometimes with support.

The Leaf Man



Owl Babies



The Rainbow Fish



Twas the Night Before Christmas



I can confidently read the first 19 letter sound correspondences (Phase 2)

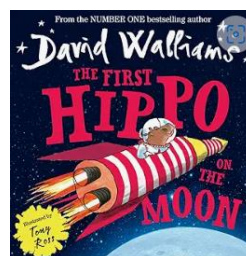
I can read and make CVC words

I attempt to form letter shapes matched to sounds.

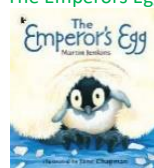
Hungry Hen



Whatever Next



The Emperors Egg



I can write a simple sentence containing Phase 3 digraphs (when guided).

I can form some recognisable letters matched to sounds.



HOW DOES AN EGG HATCH?

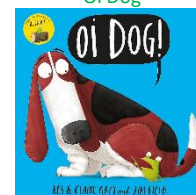


Duckling

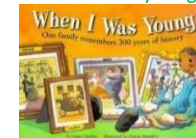
Duckling Duckling



Oi Dog



When I was young



Phase 3 Sentences

I can spell Phase 2 tricky words, following a model where necessary.

I can read and spell cvc words containing Phase 3 digraphs

I can write simple sentences containing any Phase 3 digraphs (when guided)

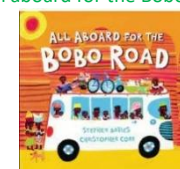
Jack and the Bean Stalk



Gruffalo



All aboard for the Bobo Road

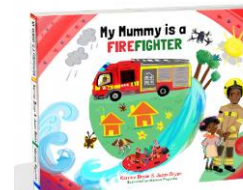


I can write a sequence of simple sentences using any taught digraphs / trigraphs (when guided)

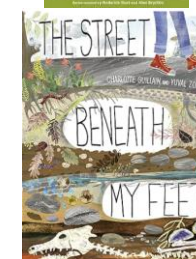
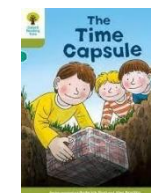
I can form all letters correctly.

Profile Assessment

Firefighters



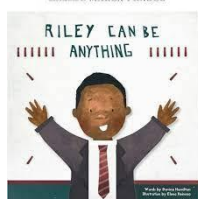
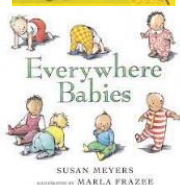
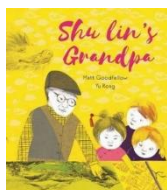
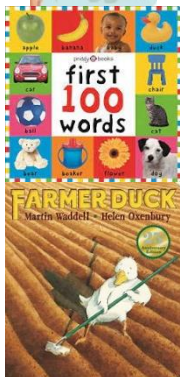
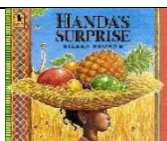
The time Capsule Revisit



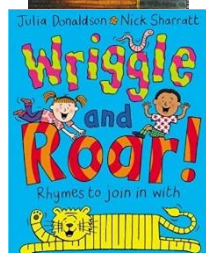
I can spell all Phase 3 tricky words, sometimes following a model.

I can write a sequence of simple sentences using any taught digraphs / trigraphs.

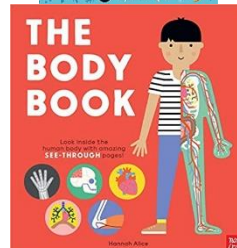
Reception DEAR Books



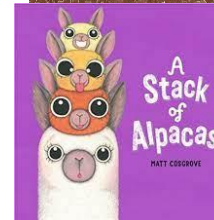
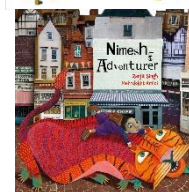
(Cultural diversity links with cohort representation)



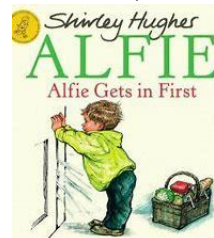
(To introduce children to the narrative of poetry)



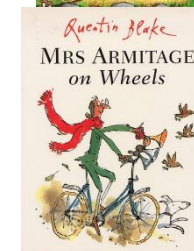
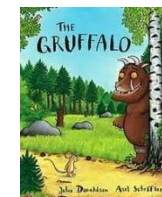
(To link with social, emotional and physical development)



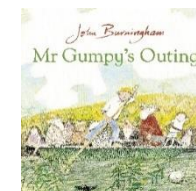
To encourage children to read stories from a series of books



(Cultural diversity links with cohort representation)



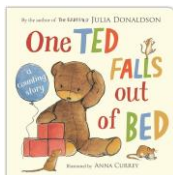
(Visual impairment to introduce the children to different types of people)



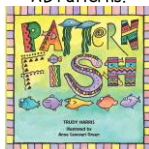
Neurodiversity to represent all children in the cohort

Reception Maths Books

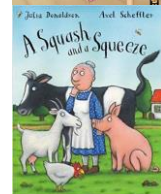
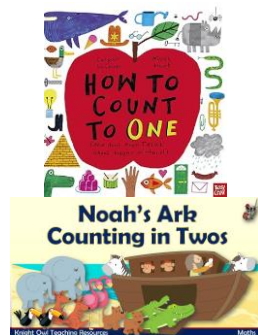
Counting by rote



AB Patterns.



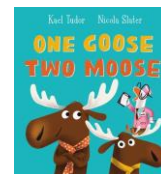
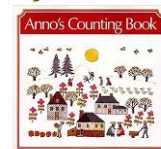
Numbers 0 -4



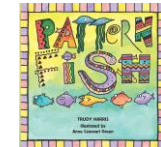
Spatial reasoning + shape



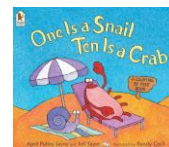
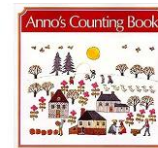
Numbers 5 - 7



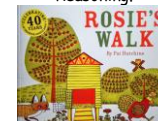
ABC + ABB Patterns



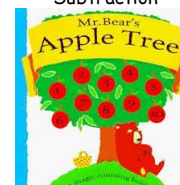
Numbers 7 - 8



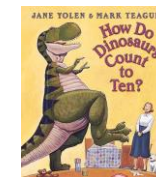
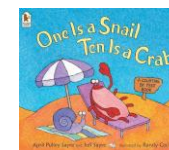
Spatial + Prepositional Reasoning.



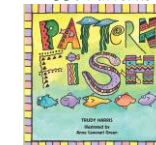
Subtraction



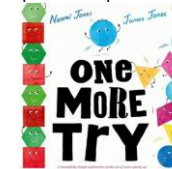
Numbers 9-10



ABBC Patterns



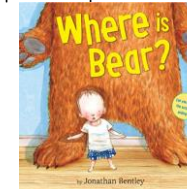
Spatial + shape reasoning



Numbers 11-12



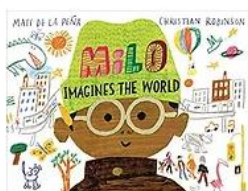
Spatial + Prepositional Reasoning



<p>Year 1</p> <p>Writing texts</p>	<p>Beginning writers- All about me (1)</p>  <p>Instructions (3)</p>  <p>Narrative (3)</p> 	<p>Recount (3)</p>  <p>Novel study (3)</p>  <p>Poetry (2)</p> 	<p>Narrative (3)</p>  <p>Non-chron reports- Manchester Ridge back (3)</p> 	<p>Poetry (2)</p>  <p>Novel study (2)</p> 	<p>Narrative (3)</p>  <p>Narrative (3)</p> 	<p>Novel study (2)</p>  <p>Letters (3)</p> 
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Year 1 DEAR

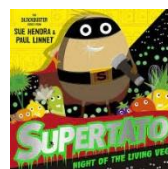
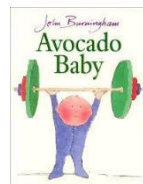
Giving children a diverse selection of books to encourage a love of reading and to explore different authors and genres - links in with greater depth.



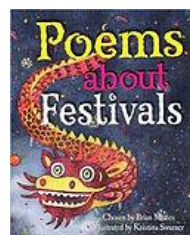
To link in with children's PSHE learning and our school's ethos.



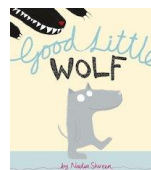
Classical text - linked in with a Year 1 trip.



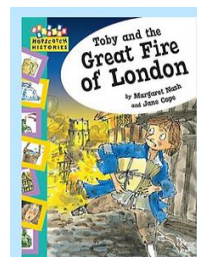
Links to T4W books



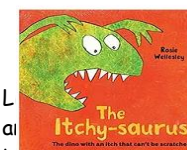
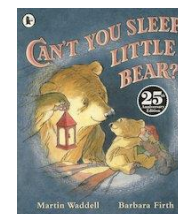
Links in with Indian Dance Workshop and learning about other festivals.



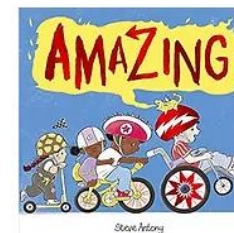
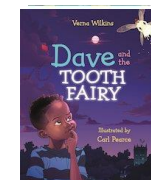
Links in with traditional tales unit in writing + style of writing.



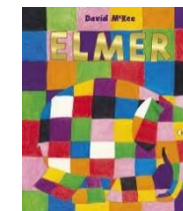
Non-fiction - links in with History topic on GFL.
Good use of vocabulary and pre teach for History topic.



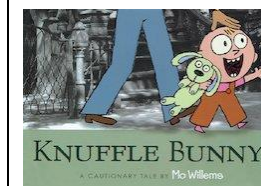
Links in with the cultural aspects and different cultures/physical needs within our school - children feel represented in texts.



Links in with the cultural aspects and different cultures/physical needs within our school - children feel represented in texts.



Classical Texts.



Links in with the cultural aspects and different cultures within our school - links in with music curriculum of modern music.

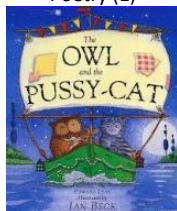
		Good model of rhyme and poetry - supports class poetry recital.				
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Year 2 Writing texts

Narrative (3)



Poetry (1)



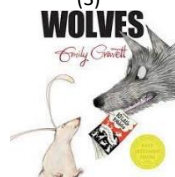
Non-chronological report –
Going to school in Victorian
times(2)



Novel Study (2)



Non-chronological booklet
(3)



Instructions – Media study
(2)



Recount – curve
performance (1)

Narrative / Journey (3)



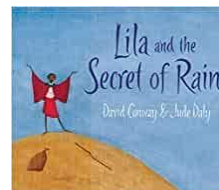
It links to our Geography and
English curriculum.

Recount of the African
Drumming workshop.

Poetry – The Magic Box (2)

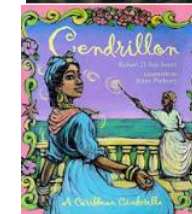
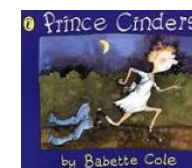


Narrative – wishing story
(3)

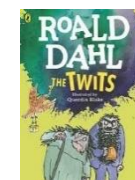


Non-chron report;
animals and their
habitats (2)

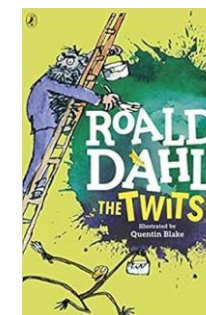
Poetry (1)
Adverb poems



Narrative – Cinderella (3)

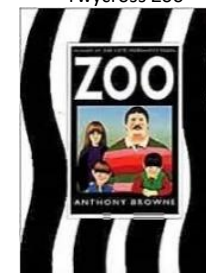


Novel study – (Week 1 of 3)



Novel study – (Weeks 2-3 of
3)

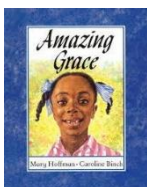
Non-Fiction – Recount of
Twycross Zoo



Novel Study -
What if ... (2)



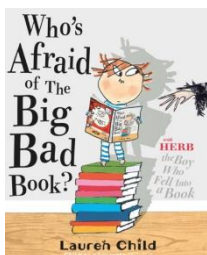
Year 2 DEAR



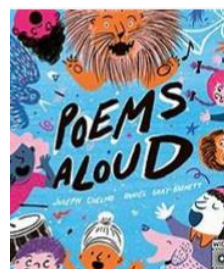
Diversity and discusses all children can reach their dreams without any barriers.



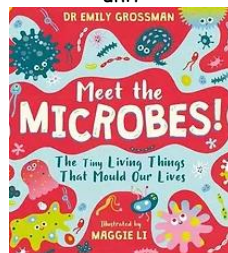
Links to our PSHE curriculum of communities and friendships.



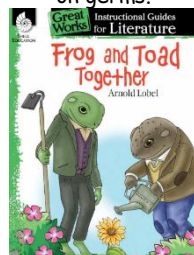
Links to Y1 English curriculum of Traditional Tales.



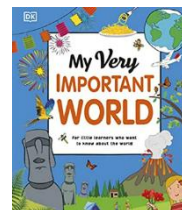
Links to English poetry unit



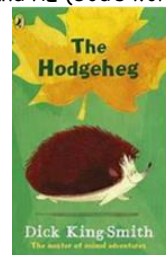
Non-fiction text that links to our Science work on germs.



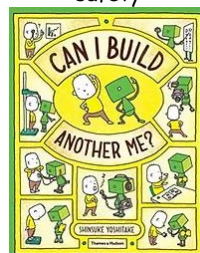
Links to adventure stories in English Curriculum



Links to Geography (Oceans and continents) and RE (God's world)



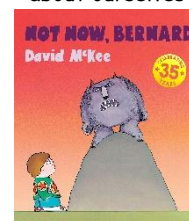
Raises awareness of road safety



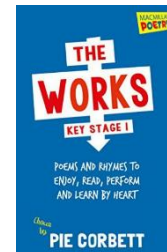
Links to Science - Animals including Humans.



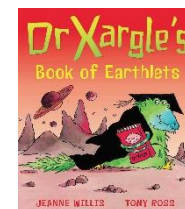
Links to RSHE work about ourselves



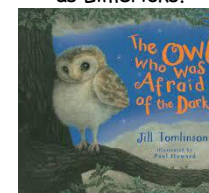
Links to RSHE about behaviours, choices and emotions.



Links to poetry within the English curriculum.



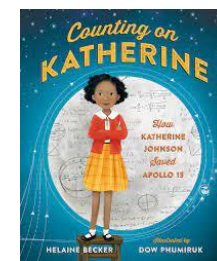
Links to reviewing nonsense vocabulary and poetry such as Limericks.



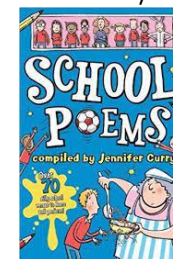
Links to previous learning of Habitats in Science.



Links to James and the Giant Peach in guided reading and The Twits in English.



Diversity

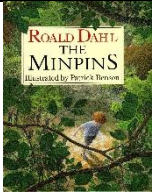

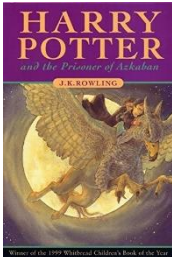

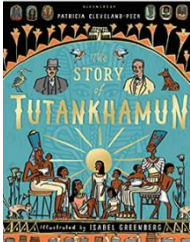

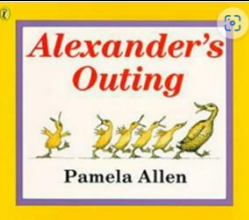
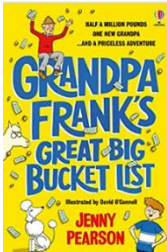
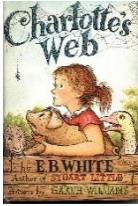
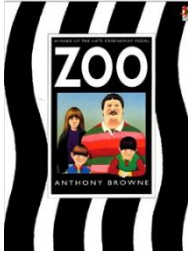

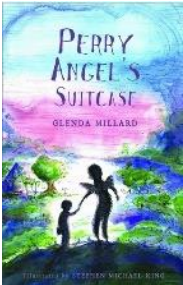
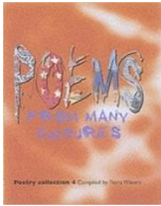

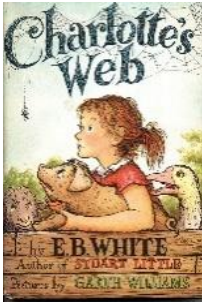




Links to poetry within the English curriculum.



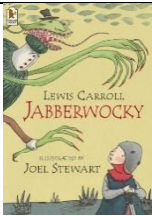

Links to protecting the environment

<p>Year 3</p> <p>Writing Texts</p>	<p>Novel study (2)</p>  <p>Poetry (1)</p>  <p>Narrative (3)</p> 	<p>Non-chron reports (3)</p>  <p>Diary entries (3)</p>  <p>Other media study (2)</p> 	<p>Directions (2)</p>  <p>Non-chronological reports (1)</p>  <p>Narrative (3)</p> 	<p>Poetry (1)</p>  <p>Novel Study (3)</p> 	<p>Narrative (3)</p> <p>Hansel & Grettel</p> <p>Poetry (1)</p> 	<p>Novel study (3)</p>  <p>Letters (2)</p> 
<p>Year 3</p> <p>DEAR and shared reading</p>		 				
<p>Year 4</p> <p>Writing Texts</p>	<p>Novel study (2)</p>	<p>Poetry (1)</p>	<p>Narrative (3)</p>			

	 <p>Persuasion (3)</p>  <p>Narrative- Defeating a monster (3)</p> 	 <p>Non- chronological reports (3)</p>  <p>Explanation text (3)</p> 	 <p>Newspaper report (3)</p> 	<p>Other Media Study (2) + Narrative (3)</p> 	<p>Discursive (3)</p> 	<p>Novel study (3) + poetry (1)</p> 
<p>Year 4</p> <p>DEAR</p> <p>and</p> <p>shared</p> <p>readin</p> <p>g</p>						

						
<p>Year 5</p> <p>Writing Texts</p>	<p>Novel study (2)</p> 	<p>Narrative – Greek myths (2)</p> 	<p>Persuasion (2.5)</p> 	<p>Novel study (2)</p> 	<p>Newspapers (2)</p> 	
	<p>Biographies (3)</p> 	<p>Novel study (3)</p> 	<p>Narrative (3)</p> 	<p>Non-chronological reports (2)</p> 	<p>Narrative (2.5)</p> 	<p>Explanation (2)</p> 
	<p>Poetry (1)</p> 	<p>Discursive (3)</p> 	<p>Poetry (1)</p> 		<p>Poetry (1)</p> 	<p>Other media study (2)</p> 
<p>Year 5</p> <p>DEAR and shared</p>						

<p>Reading</p>		 				
<p>Year 6</p> <p>Writing Texts</p>	<p>Novel study (1)</p>  <p>Setting description (2)</p>  <p>Poetry (1)</p>	<p>Narrative (3)</p>  <p>Formal letter of complaint (2)</p> <p>Balanced argument (2)</p> 	<p>Novel study (3)</p>  <p>Novel study (3)</p> 	<p>Novel study (2)</p>  <p>Information texts (2)</p> 	<p>Other Media Study (1)</p> 	<p>Novel Study (2)</p>  <p>Poetry (2)</p> 

	<div><p>Lewis Carroll JABBERWOCKY Illustrated by Joel Stewart</p></div> <div><p>Formal newspaper (2)</p></div> <div></div>					
<div><p>Year 6</p><p>DEAR</p><p>and</p><p>shared</p><p>reading</p></div>	<div><p>BOY IN THE TOWER Billy Ho-Yee</p></div> <div><p>holes Louis Sachar</p></div> <div><p>BENJAMIN ZEPHANIAH WINDRUSH CHILD</p></div>	<div><p>THE GIRL WHO STOLE an ELEPHANT NIZVANA JAROOK</p></div> <div><p>A Christmas Carol Charles Dickens</p></div>	<div><p>Emma Carroll LETTERS FROM THE LIGHTHOUSE</p></div> <div><p>THE HOBBIT J.R.R. Tolkien</p></div>	<div><p>THE HOBBIT J.R.R. Tolkien</p></div>	<div><p>SKELLIG David Almond</p></div>	<div><p>AMARI AND THE NIGHT BROTHERS B. B. ALSTON</p></div>