



Reading and Writing Long Term Plan Stimuli:
2024-25
'Excellence, Enjoyment and achievement together in a nurturing Christian Community'
'They will soar on wings like Eagles – Isaiah 40:31'



Reading Intent:

Reading at St.Helen's Intent: Our vision for reading is for all our children to develop a love of reading and use reading skills to connect themselves with each other, their community, society and the world. We know that being an expert reader unlocks better life chances and closes the gap for children who experience disadvantage. Reading is a right for all not a privilege for a few. All our children get the best possible start by securing early reading skills through our phonics programme Read Write Inc. From here, all our children use their decoding skills to develop comprehension skills and broaden their understanding of the world through age-appropriate texts. Our children are inspired to value reading. Through the strategy, we ensure all children have reading confidence, so they are ready for the next stage of their education. We use a systematic approach to teaching reading that is built around the principles of the simple view: word reading (Read Write Inc phonics) and comprehension (Scarborough's reading rope) This reading sequence begins in EYFS with prioritising decoding through explicit teaching of phonics and book talk. In Year 2, children engage in high quality book talk about age-appropriate texts. This is priorities after children have completed their RWInc. programme, although book talk through develop a more in-depth understanding of quality texts and extracts linked to their curriculum theme through whole class reading that using an 'improving inference' teaching sequence. Our teachers know that reading a broad range of texts is a key component to using reading to develop a rich knowledge and understanding of the word. We ensure that throughout all our provision, teachers build reading relationships with children, offering recommendation and links to other authors. In doing this we are preparing for the next stage of their education. Please note this is the reading spine of books that will be covered in English lessons and Connected Curriculum topics. The English overview – also includes the information around any stimuli that is used to inspire children including videos and animations. This English overview will also show the poetry that is covered. This plan below shows the reading books that our children will have opportunity to immerse themselves in.

Writing Intent:

Our vision for writing is for our children to use their love and knowledge of quality texts and other quality stimuli such as: animations, video etc to connect them with each other, their community, society and the world. Through developing a rich a well-structured curriculum our children develop clear purposes for writing that help them inform, entertain, instruct, persuade and explain the wider world through a range of writing experiences that have an impact beyond the classroom. Our children will be immersed in the process of writing and this will allow them to develop the confidence and enthusiasm for writing and what it means to be an author. We use a systematic approach to teaching writing that is built around the principles of the writing process. This sequence loops learning towards an end of unit outcome. The sequence runs over three phases and prioritises understanding the purpose and how authors achieve this, explicit contextualised teaching of grammar and punctuation, and the authorial skills of editing, proofreading and publishing writing with pride.

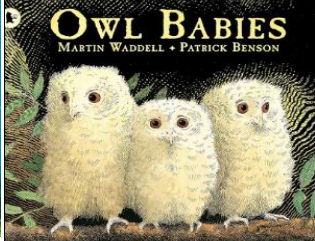
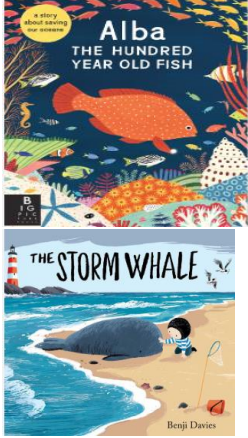
Please note this document shows the reading spine and also other stimuli that will be used to inspire children to write. From the stimuli used and the use of assessment that is continually used, and also the milestones planning, teachers will use their subject knowledge and judgement to ensure lessons are planned that enables key skills and knowledge to be learnt by the children. This aligns to our teaching and learning guide for writing expectations and our writing grammar progression grids.

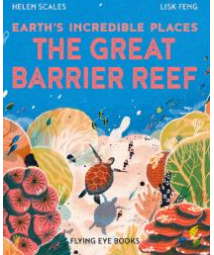
Writing to ENTERTAIN	Writing to INFORM	Writing to ARGUE	Writing to EXPLAIN
stories poems plays	reports recounts	persuasion discussion	instructions explanation

- **Purpose** Why am I writing? Is it to persuade, inform, entertain, explain?
- **Audience** Who am I writing for? What language and formality is needed?
- **Form** What form am I using? Is it a letter, a leaflet, a speech, an argument?

EYFS						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Global curriculum theme	Peace and Conflict How can we get along?	Identity and Diversity What makes me special?	Rights and Responsibilities	Social Justice What is fair?	Global Neighbours	Sustainable Environmental Development

<p>Big Question</p> <p>Product outcome</p> <p>Brave changemaker skills</p>	<p>Cherry class charter</p> <p>Cooperation and Conflict resolution</p> <p>Empathy</p>	<p>Nativity performance</p> <p>Communication</p> <p>Making decisions</p>	<p>How do our actions make others feel?</p> <p>Interviewing a police officer</p> <p>Cooperation and Conflict resolution</p> <p>Empathy</p>	<p>Meet foodbank and encourage donations</p> <p>Self-awareness and reflection</p> <p>Communication</p>	<p>What can you see from your window?</p> <p>Video showing what we see from our window</p> <p>Making decisions and cooperation and conflict resolution</p>	<p>How can we make a difference to our world?</p> <p>Litter pick and sort.</p> <p>Critical and creative thinking</p> <p>Managing change</p>
<p>Provision theme linked to GC, time of year and children's interests.</p>	<p>Marvellous me and my friends</p>	<p>Being special</p>	<p>Superheroes brave the cold!</p>	<p>Once upon a time</p>	<p>Let's go outside!</p>	<p>Under the sea</p>
<p>Key texts which may adapt due to children's interests.</p>	<p>The Smartest Giant in Town</p> <p>The Gruffalo</p> <p>Room on the Broom</p> <p>The Scarecrow's Wedding</p> <p>Book on farming/harvest (NF)</p>	<p>The Colour Monster</p> <p>Rama and Sita/Binny's Diwali</p> <p>Owl Babies</p> <p>The Elves and the Shoemaker</p> <p>Stickman</p> <p>The Jolly Postman</p> <p>The Christmas Story</p> <p>Little Glow (link to NF)</p>	<p>Penguin</p> <p>Cops and Robbers</p> <p>Supertato (Evil Pea freezing)</p> <p>A Superhero like you (NF link to a people who help us book)</p>	<p>Jack and the Beanstalk</p> <p>The Gingerbread Man</p> <p>The Three Little Pigs</p> <p>Three Billy Goats Gruff</p> <p>Little Red Riding Hood</p> <p>Goldilocks</p> <p>Little Red Hen</p>	<p>The Hungry Caterpillar</p> <p>Farmer Duck</p> <p>Norman the Slug with the Silly Shell</p> <p>Where the Wild things are</p> <p>Poles Apart by Jeanne Willis and Jarvis</p> <p>NF?</p>	<p>The Rainbow Fish</p> <p>Pirates Love Underpants</p> <p>The Night Pirates?</p> <p>Dear Greenpeace</p> <p>Somebody Swallowed Stanley</p> <p>Barry the Fish with Fingers</p> <p>The Coral Kingdom (NF)</p>

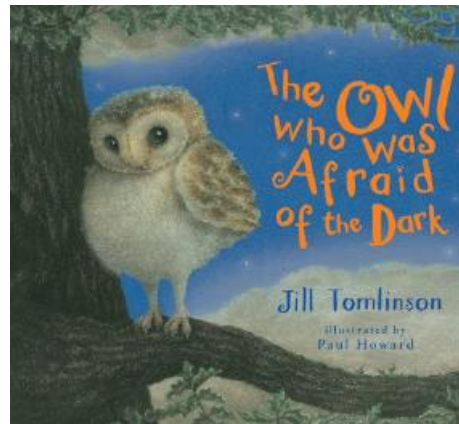
YEAR 1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Connected Curriculum	Peace and Conflict		Rights and Responsibilities		Global Neighbours	
Core Texts to develop narrative and other genres.						
Text Types:	Narrative Writing NC report : Florence Nightingale Instructional Writing: Fruit Kebabs Poetry: Harvest Acrostic Poems.		Narrative Writing NC Report: Grace Darling Persuasive Writing: Report: Great Barrier Reef		Narrative Writing Recount: SS Great Britain Trip Report: SS Great Britain.	
RWI : Term 1 to 6: 						

End of Day Books: Varied throughout the year:						
YEAR 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Connected Curriculum	Peace and Conflict		Rights and Responsibilities		Global Neighbours	
Core Texts to develop narrative and other genres.		 	 	 		
Text Types:	Narrative Writing NC report Florence Nightingale. Poetry: Harvest Festival Instructional Writing: How to build a snowman.		Narrative Writing Report: Newspaper Report NC Report: Grace Darling Poetry: Sea Poems NC Report: The Great Barrier Reef		Narrative Writing – Journey Tale Persuasion Advert for an Explorer Writing to entertain	

RWI and Reading For Pleasure: Just Read



Term 4

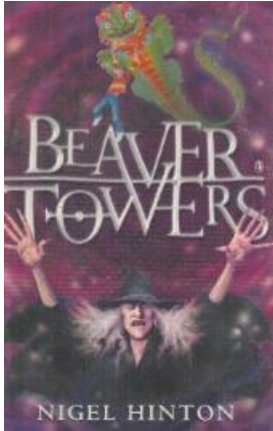

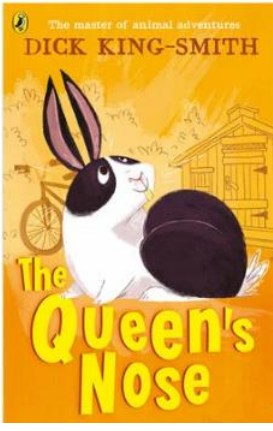
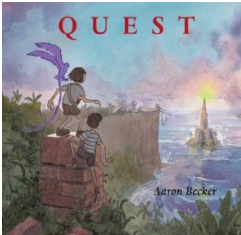
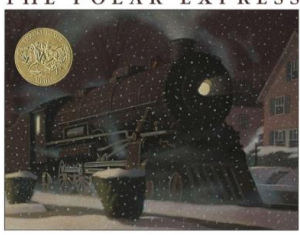
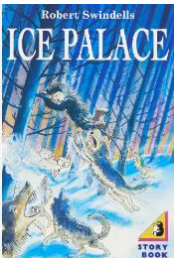
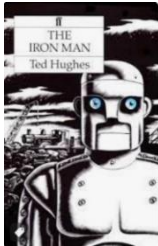
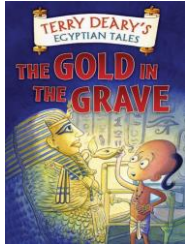


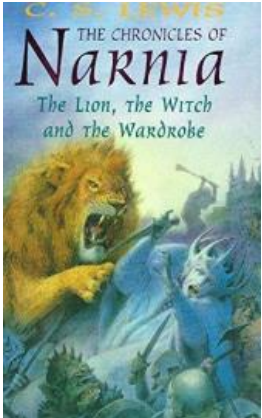
Term 6:



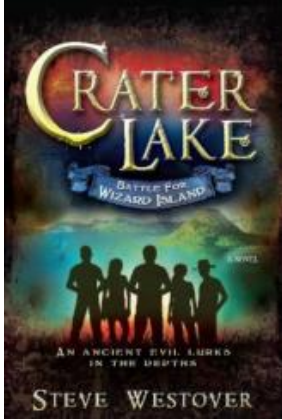

YEAR 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Peace and Conflict		Rights and Responsibilities		Global Neighbours	
Core Texts to develop narrative and other genres.						
Text Types:	Narrative Writing: Journey NC Report: Anglo Saxons Poetry: Question and Answer poems based on Christina Rossetti		Narrative: Pugs from the Frozen North. Information / Explanation text on Tudor Maps. Narrative: Tudor setting		Narrative:	

	Narrative: The Dragons Horad Recount		Biography- a Tudor explorer.			
Reading For Pleasure: Just Read	Term 2: 		Term 4: 		Term 6: 	
YEAR 4						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Connected Curriculum	Peace and Conflict  		Rights and Responsibilities 		Global Neighbours  	
Text Types:	Recount Journal Descriptive Writing – Autumn setting Narrative Quest by Aaron Becker Setting descriptions. Poetry: Fireworks Cross curricular: Explanation writing: Water Cycle		Narrative Journey: Ice Palace Cross curricular: Explanation Writing How the ear works? Poetry: The Owl and the Pussy Cat		Diary Writing: The Iron Man Narrative Writing: Quest Story The Iron Man Persuasive Writing: Cross Curricular Narrative: Gold in the Grave Poetry: Silver	

<p>Reading For Pleasure: Just Read</p>	<p>Term 2:</p> 		<p>Term 4:</p> 		<p>Term 6:</p> 	
<p>YEAR 5</p>						
	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>	<p>Term 4</p>	<p>Term 5</p>	<p>Term 6</p>
<p>Connected Curriculum</p>	<p>Peace and Conflict</p> 		<p>Rights and Responsibilities</p> 		<p>Global Neighbours</p> 	
<p>Text Types:</p>	<p>Letter Writing: Linke to The Path</p>		<p>Narrative: Ancient Greek Myths</p>		<p>Narrative:</p>	

	Narrative: Machine Gunners News report: Machine Gunners Diary Entry: Machine Gunners Narrative: Rose Blanche Biography: Peace and Me		Explanation Writing: Ancient Greek Creatures		Explanation Text: The Firework Maker's Daughter. News Report Narrative: Dream Giver Animation Persuasive Writing: Dragon's Den Pitch	
Reading For Pleasure: Just Read	Term 2: 		Term 4: 		Term 6: 	
YEAR 6						
	Term 1	Term 2	Term 3	Term 4	Term 5 Term 6	
Connected Curriculum	High Diving Giraffes - YouTube 					
Text Types:	Explanion: Animation: High Diving Giraffes Recount: School Camp		Narrative: Ancient Greek Myths. Poetry: The Charge of the Light Brigade		Narrative: The Viewer Explanations: Animation: Pandora Plant	

	<p>Narrative: The Machine Gunners Explanations: Amazing Contraptions. Biography: Significant Historical Figures.</p>	<p>Narrative: Cogheart Explanation: Cogheart Information Report: Lifeskills</p>	<p>Persuasive Writing: Animation: Pandora Plant</p>
<p>Reading For Pleasure: Just Read</p>	<p style="text-align: center;">Term 2:</p> 	<p style="text-align: center;">Term 4</p> 	<p style="text-align: center;">Term 6</p> 