



# Great Sankey Primary School

## English LTP – Early Years Foundation Stage

At GSP, our early years foundation stage curriculum roles on a one-year cycle. The curriculum is planned and developed to progress between Nursery to Reception, and from Reception to KS1. Below is a long-term overview of how 'English' is delivered through the 'Writing' elements of the early years' foundation stage curriculum.

ELG: Writing	Children at the expected level of development will write recognisable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters and write simple phrases and sentences that can be read by others.
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	Autumn Term		Spring Term		Summer Term	
	Writing	Writing	Writing	Writing	Writing	Writing
Nursery	<p><b>Books:</b> <i>Happy to Be Me</i></p> <p>Can use large and small motor skills to develop independence – manage buttons, zips, Velcro fastenings on shoes, pour drinks.</p> <p>Choose and use a one handed tool with intention (musical instruments, jugs, mark making tools).</p> <p>Find their name card (first with photograph).</p>	<p><b>Books:</b> <i>Tap the Magic Tree</i></p> <p>With support begin to hold a pencil correctly.</p> <p>Verbally label made marks.</p> <p>When prompted by a practitioner, make marks on pictures to represent own name.</p> <p>Write initial letter of own name independently.</p>	<p><b>Books:</b> <i>I Went Walking</i></p> <p>Begin to hold pencil correctly.</p> <p>Talk about made marks using simple sentences (marks may be lines or circles).</p> <p>Add some marks to their pictures which they give meaning to (e.g. that's my mummy).</p> <p>Beginning to mark make/ write with correct directionality, left to right, top to bottom.</p>	<p><b>Books:</b> <i>Who's in the Egg?</i></p> <p>Use print and letter knowledge to 'write' items to support their play (list, spell, labels for map or models).</p> <p>Can write some letters accurately (usually ones in their name).</p> <p>Can attempt to write their name using a name card with some accurately formed letters/ beginning to develop skills independently without the use of name card.</p>	<p><b>Books:</b> <i>Come on Daisy!</i></p> <p>Can hold a pencil in a tripod grip.</p> <p>Can write with correct directionality, left to right, top to bottom.</p> <p>Continues to engage in purposeful early writing.</p> <p>Can talk about made marks (including symbols)/ early writing (known letters) using longer sentences with some connectives.</p>	<p><b>Books:</b> <i>We All Go Travelling By</i></p> <p>Can recognize and write their own name independently with correct letter formation.</p> <p>Begin to write some initial sounds accurately for lists and labelling.</p>

	Autumn Term		Spring Term		Summer Term	
Reception	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
	<b>Books:</b> <i>Amazing and The Leaf Thief</i>  Begin forming lower case letters correctly.	<b>Books:</b> <i>Owl Babies and Ridiculous</i>  Writing simple cvc words.  Simple caption I can ... I am ...	<b>Books:</b> <i>The Naughty Bus and The Storm Whale in Winter.</i>  Using phonic knowledge to write / spell cvc words.  Attempt to write simple sentences The ... had a ..... We went .....	<b>Books:</b> <i>The Elephants Umbrella and The Big Five.</i>  Begin to use word spacing.  Begin to form all letters correctly.	<b>Books:</b> <i>Christopher's Caterpillars and Things with Wings.</i>  Consistent use of word spacing.  Consistent use of capital letter and full stop in sentence.	<b>Books:</b> <i>Supertato and There is no Dragon in this story.</i>  Write extended sentences using phonic knowledge.  Write simple phrases / sentences that can be read by others



# Great Sankey Primary School

## English LTP – Cycle A



THE LITERACY  
COMPANY



Phase	Autumn	Spring	Summer
KS1	<b>Aut 1</b> – Troll Swap by Leigh Hodgkinson <b>Outcome</b> – Fiction: focus on characters	<b>Spring 1</b> -Dragon Machine by Helen Ward <b>Outcome</b> - Fiction: adventure focus	<b>Summer 1</b> – The last wolf by Mini Grey <b>Outcome</b> – Letter: letter In role
	<b>Aut 2</b> -The Owl who was afraid of the dark by Jill Tomlinson <b>Outcome</b> – Non-Chronological Report	<b>Spring 2</b> – Major Glad, Major Dizzy by Jan Oke <b>Outcome</b> – Recount: diary entry	<b>Summer 2</b> – Grandad’s Secret Giant by David Litchfield <b>Outcome</b> – Fiction: Moral focus
	<b>Poetry</b> – There Are No Such Things as Monsters by Roger Stevens	<b>Poetry</b> – At The Zoo by WM Thackeray	<b>Poetry</b> – Poetry Fruit Salad (I Am The Seed That Grew) by Fiona Winters
LKS2	<b>Aut 1</b> – Stone Age Boy by Satoshi Kitamura <b>Outcome</b> – Diary Writing: Historical Narrative & Instructions	<b>Spring 1</b> -Escape from Pompeii by Christina Balit <b>Outcome</b> - Fiction: historical narrative	<b>Summer 1</b> –Blue John by Berlie Doherty <b>Outcome</b> – Letters & Explanations on Caves / Cave formations
	<b>Aut 2</b> – Leon and the place between by Graham Baker-Smith <b>Outcome</b> – Recount: Diary	<b>Spring 2</b> – Gorilla by Anthony Browne <b>Outcome</b> – Fiction: fantasy story	<b>Summer 2</b> – Where the forest meets the sea by Jeannie Baker <b>Outcome</b> – Information Texts
	<b>Poetry</b> – Dance with me, Autumn by The Literacy Company	<b>Poetry</b> – The Magnificent Bull from the Dinka Tribe	<b>Poetry</b> – Apes to Zebras – Shape Poetry (Concrete Poetry)
UKS2	<b>Aut 1</b> – Star of fear, Star of Hope by Jo Hoestlandt <b>Outcome</b> – Fiction: Flashback story & information text	<b>Spring 1</b> - Arthur and the Golden Rope by Joe Todd-Stanton <b>Outcome</b> – Fiction: Myth	<b>Summer 1</b> – Manfish by Jennifer Berne <b>Outcome</b> – Fiction: Narrative & Biography
	<b>Aut 2</b> – Can we save the tiger? by Martin Jenkins <b>Outcome</b> – Information and Explanation / Hybrid Text	<b>Spring 2</b> – Jemmy Button by Alix Barzelay & The Island by Jason Chin <b>Outcome</b> – Recount: journalistic writing & Discussion	<b>Summer 2</b> – Sky Chasers by Emma Carroll <b>Outcome</b> – Narrative
	<b>Poetry</b> – A Tiger in the Zoo by Leslie Norris	<b>Poetry</b> – Finding Magic by Eric Finney	<b>Poetry</b> – Sonnet Written at the Close of Spring by Charlotte Smith

**NB:** Final writing outcomes for texts are shown above, however, shorter-incidental pieces of quality writing should be built into the planning sequence using the Pathways planning packs to support and ensuring a good balance of fiction / non-fiction pieces across each term. Where texts are covered over a shorter period, teacher choice books can be added into the term to support work in other curriculum areas etc.



# Great Sankey Primary School

## English LTP – Cycle B



THE LITERACY  
COMPANY



Phase	Autumn	Spring	Summer
KS1	<b>Aut 1</b> – Lost and Found by Oliver Jeffers <b>Outcome</b> – Fiction: adventure story	<b>Spring 1</b> -The Lion Inside by Rachel Bright <b>Outcome</b> - Fiction: Story based on the text structure	<b>Summer 1</b> – Toys In Space by Mini Grey <b>Outcome</b> – Fiction: story based on the text structure
	<b>Aut 2</b> - Nibbles by Emma Yarlett <b>Outcome</b> – Recount: Diary entry	<b>Spring 2</b> – The Curious Case of the Missing Mammoth <b>Outcome</b> – Recount: Letter to a historical figure recounting events	<b>Summer 2</b> – Goldilocks and just the one bear by Leigh Hodgkinson <b>Outcome</b> – Non-chronological report
	<b>Poetry</b> – The Owl and the Pussycat by Edward Lear	<b>Poetry</b> – Night Sounds by Berlie Doherty	<b>Poetry</b> – Fox by Kathy Henderson (I am the seed that grew)
LKS2	<b>Aut 1</b> – When The Giant Stirred by Celia Godkin <b>Outcome</b> - Fiction: Adventure story from POV of the boy	<b>Spring 1</b> -The Lion and The Unicorn by Shirley Hughes <b>Outcome</b> - Fiction: historical narrative	<b>Summer 1</b> – Seal Surfer by Michael Foreman <b>Outcome</b> – Recount Writing: Letter in role and Seasonal Poetry
	<b>Aut 2</b> – Winter’s Child by Graham Baker Smith <b>Outcome</b> – Fiction: Fantasy	<b>Spring 2</b> – Big Blue Whale by Nicola Davies <b>Outcome</b> – Information text & Balanced arguments	<b>Summer 2</b> – Zeraffa Giraffa by Dianne Hofmeyr <b>Outcome</b> – Persuasion: leaflet
	<b>Poetry</b> – Windrush Child by John Agard	<b>Poetry</b> – The Lost Lost Property Office by Roger McGough	<b>Poetry</b> – Haiku Poetry (I Am The Seed That Grew)
UKS2	<b>Aut 1</b> – Queen of the falls by Chris Van Allsburg <b>Outcome</b> – Recount: series of diary entries	<b>Spring 1</b> - The Selfish Giant by Oscar Wilde & Ritva Voutila <b>Outcome</b> –Classic Fiction & Explanation	<b>Summer 1</b> –The Hunter by Paul Geraghty <b>Outcome</b> – Fiction: Journey Writing
	<b>Aut 2</b> – Lost Happy Endings by Carol Ann Duffy <b>Outcome</b> – Fiction: traditional tales	<b>Spring 2</b> – The Darkest Dark by Chris Hadfield <b>Outcome</b> – Recount: biography	<b>Summer 2</b> – The Paperbag Prince by Colin Thompson <b>Outcome</b> – Persuasion / information text
	<b>Poetry</b> – Jinnie Ghost by Berlie Doherty	<b>Poetry</b> – The Sea by James Reeves	<b>Poetry</b> - Animals of Africa (Puns and Word Play)

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## Additional Books to Support Planning & Curriculum Delivery

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<div data-bbox="118 280 282 469"></div> <p><b>The Snow Dragon by Vivian French</b>  <b>Outcomes:</b> Winter poetry, character and setting descriptions</p> <div data-bbox="132 485 277 663"></div> <p><b>Bob On The Moon by Simon Bartram</b>  <b>Outcomes:</b> Links to work on Neil Armstrong and letter writing</p> <div data-bbox="120 683 271 831"></div> <p><b>Pumpkin Soup by Helen Cooper</b>  <b>Outcomes:</b> Autumn term instructional writing</p> <div data-bbox="120 847 286 983"></div> <p><b>Meerkat Mail by Emily Gravett</b>  <b>Outcomes:</b> Postcards home and links to KS1 Geography</p> <div data-bbox="120 1011 288 1190"></div> <p><b>Possum Magic by Mem Fox</b>  <b>Outcomes:</b> Links to Geography work on Australia and recounts / information text writing.</p> <div data-bbox="120 1225 300 1461"></div> <p><b>Vlad &amp; Great Fire of London</b>  <b>Outcomes:</b> Links to History Great Fire of London – Diary recounts, narrative story writing.</p>	<div data-bbox="801 268 969 478"></div> <p><b>The Tear Thief by Carol Ann Duffy</b>  <b>Outcomes:</b> Non Chronological Reports &amp; Character Descriptions</p> <div data-bbox="797 525 972 791"></div> <p><b>Water Horse by Dick King-Smith</b>  <b>Outcomes:</b> Recount Writing, Tourist information leaflets, Diary Writing</p> <div data-bbox="801 837 990 1080"></div> <p><b>Where The Poppies Now Grow by Hilary Robinson</b>  <b>Outcomes:</b> Opportunity for Remembrance poetry writing</p> <div data-bbox="801 1125 983 1335"></div> <p><b>One Boy's War by Lynn Huggins - Cooper</b>  <b>Outcomes:</b> Postcards home, letter writing, setting descriptions, diary recounts</p>	<div data-bbox="1503 280 1644 462"></div> <p><b>Shackleton's Journey by William Gull</b>  <b>Outcomes:</b> Non Chronological Reports &amp; Letter Writing</p> <div data-bbox="1503 518 1644 711"></div> <p><b>Street Child by Berlie Doherty</b>  <b>Outcomes:</b> Diary Recount, Setting Descriptions, Formal &amp; Informal Letters</p> <div data-bbox="1503 745 1657 968"></div> <p><b>Room 13 by Robert Swindells</b>  <b>Outcomes:</b> Tourist leaflets, narrative writing: adventure story, setting descriptions</p> <div data-bbox="1503 997 1664 1193"></div> <p><b>Varmints by Helen Ward</b>  <b>Outcomes:</b> Diary recounts and before vs after setting descriptions</p> <div data-bbox="1503 1230 1675 1433"></div> <p><b>Skellig by David Almond</b>  <b>Outcomes:</b> Short setting and character descriptions linked to the discovery of 'the shed at the bottom of the garden'</p>