



Iceni Primary Academy

English Long Term Plan

- Jane Considine's writing plans will be used across the school whether and will fit topic where possible; for the independent writing task at the end of the unit then topic-linking will be used where appropriate
- NB: Instructional writing in UKS2 will be completed in Science/DT sessions
- Termly authors are included in this LTP (including where it fits with JC units)
- Spelling is delivered through Little Wandle and stages 1-6 of Spelling Shed
- Handwriting begins with single letters being formed accurately and moving into joined handwriting
- KS2 SPAG sessions focus on test-type SPAG questions

This document includes evidence of the coverage of the National Curriculum for KS1 and 2 and the statutory framework for EYFS.

Term	EYFS Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	Houses and Homes	Julia Donaldson	Acorn Class begin using Jane Considine's Writing Unit Plans in Autumn 2	N/A
Autumn 2	Celebrations Around the World		F: Handa's Surprise by Eileen Browne	Story
			NF: The Snail and the Whale by Julia Donaldson	Postcard
		N/A—leaving room for Christmas teacher planning		
Spring 1	The Owl Who Was Afraid of the Dark	Valerie Thomas	F: We're Going on a Bear Hunt by Michael Rosen	Story
			NF: Penguins by National Geographic	Report/factfile
			NF: Chocolate Mug Cake by Michael Rosen	Instructions
Spring 2	People Who Help Us		F: Where the Wild Things Are by Warner Bros Pic	Story
			NF: What we'll Build by Oliver Jeffers	Advice leaflet
			N/A—leaving room for Easter teacher planning	
Summer 1	Watch me Grow	F: Katie and the Sunflowers by James Mayhew	Story	
		F: How to Catch a Star by Oliver Jeffers	Story	
		NF: I wanna Iguana by Karen Kayfman Orloff	Persuasive letter	
Summer 2	Water, Water Everywhere	F: Jack and the Beanstalk by Rachel Mortimer	Story	
		F: Rainbow Fish by Marcus Pfister		
		NF: If Sharks Disappeared by Lily Williams	Report	

Term	Willow Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	All About Me	Oliver Jeffers	F: The way back home by Oliver Jeffers	Narrative/Science Fiction
			NF: Ice planet adventure park	Persuasive leaflet
			P: N/A	
Autumn 2	Terrific Transport		F: The Train Ride by June Crebbin	Story
			NF: Our trip to the woods	Recount
			P: Firework Night by Andrew Collett	List poem
Spring 1	Pirates	F: Song of the Seay StudioCanal	Irish myth	
		NF: Toys from the past by Sally Hewett	Report	
		P: When I am By Myself by Eloise Greenfield	Rhyming poem	
Spring 2	Materials	F: Pinocchio by Carlo Callodi	Traditional tale	
		NF: Bold Women in Black history by Vashti Harrison	Biography	
		P: N/A		
Summer 1	Great Fire of London	John Burningham	F: The Queen's Hat by Steve Antony	Adventure story
			NF: Seasons by Hannah Pang	Information text
			P: N/A	
Summer 2	Go Wild!		F: The Storm Whale by Benji Davies	Story
			NF: On Safari	Travel journal
			P: N/A	

Term	Elm Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	Hockwold and Beyond	Anthony Browne	F: Milo Imagines The World by Matt de la Pena	Overcoming difficulties story
			NF: Malala's Magical Pencil by Malala Yousafzei	Biography
			P: Strange by Valerie Bloom	Comic poem
Autumn 2	The Victorians		F: My Christmas Star by The BBC	Story
			NF: How to Make a Bird Feeder	Instructions
			P: N/A	
Spring 1	Heroes and Heroines	F: Little Red Reading Hood by Lucy Rowland	Traditional tale with a twist	
		NF: Neil Armstrong by Brad Meltzer	Recount	
		P: Desk diddler by Michael Rosen	Humorous poem	
Spring 2	Under the Sea	F: George and the Dragon by Christopher Wormell	Legend	
		NF: Plants by DK	Information text	
		P: N/A		
Summer 1	Where in the world?	Dick King-Smith	F: The Building Boy by R Montgomery and D Litchfield	Adventure story
			NF: In My Heart: A Book of Feelings by Jo Witek	Lyrical explanation
			P: If I Were in Charge of the World by Judith Viorst	Free verse
Summer 2	We are Zoologists		F: A Lion in Paris by Beatrice Alemagna	Adventure story
			NF: Bug Cats	Non-chron report
			P: N/A	

Term	Y3/4 Cycle A Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	Ancient Greece	Ted Hughes	F: Theseus and the Minotaur retold by H Lupton/D Morden Y3	Myth
			NF: Earthquakes by Robin Jacobs Y3	Non-chron report
			P: Autumn is here Y3	Harvest Poetry
Autumn 2	Our World and Beyond		F: The Iron Man by Ted Hughes Y4	Science fiction
			NF: Should we feed animals at National Parks? By C Turnham Y4	Balanced Argument
			P: N/A	
Spring 1	Angry Aztecs	F: The Great Chocoplot by Chris Callaghan Y4	Mystery story	
		NF: My Strong Mind by Niels can Hove Y3	Instruction	
		P: The Colour Collector (based on The Sound Collector) Y3		
Spring 2	Medieval Mayhem	F: Farther by Grahame Baker-Smith Y4	Legacy story	
		NF: Nikola Tesla by Azadeh Westergaard Y4	Biography	
		P: The Plague Y4	Playscript	
Summer 1	Myths and Legends	F: The Magic Paintbrush by Julia Donaldson Y3	Tradition tale—Chine	
		NF: The Creature Y4	Newspaper report	
		P: I asked the little boy who couldn't see Y3		
Summer 2	Interesting Inventors	F: George's Marvellous Medicine by Roald Dahl Y3	Comedy narrative	
		NF: Ban on social media for Under 13 Year olds– Y4	Website article	
		P: N/A		
		Chris Callaghan		
		Roald Dahl		

Term	Y3/4 Cycle B Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	Stone Age	Joe Todd-Stanton	F: Stone Age Boy by Satoshi Kitamura Y3	Step back in time story
			NF: Skara Brae by Dawn Finch Y3	Holiday brochure
			P: The River by Valerie Bloom Y4	
Autumn 2	What does it matter?		F: The Secret of Black Rock by Joe Todd-Stanton Y3	Adventure story
			NF: The Gardener by Sarah Stewart Y3	Letter
			P: N/A	
Spring 1	Exciting Egypt	F: Wolves in the Walls by Neil Gaiman Y3	Suspense story	
		NF: Secrets of a Sun King by Emma Carroll Y4	Diary	
		P: N/A		
Spring 2	Stars and Stripes	F: Aladdin and the Enchanted Lamp by Phillip Pullman Y4	Traditional tale	
		NF: Climate action Y3	Magazine article	
		P: I asked the little boy who couldn't see Y3	Poetry	
Summer 1	Biological Bodies	JK Rowling	F: The BFG by Roald Dahl Y4	Adventure
			NF: Digestion Explanation based on Gut Garden - A Journey into the Wonderful World of your Microbiome by Katie Brosnan Y4	Explanation
			P: Still I Rise by Maya Angelou Y4	
Summer 2	All About Art		F: The Boy, The Mole, The Fox and The Horse: C Mackesy Y4	Friendship/hope story
			NF: Sicily Holiday Brochure Y4	Persuasive writing
			P: N/A	

Term	Y4/5 Cycle A Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	WW1	Michael Morpurgo	F: The Great Chocoplot by Chris Callaghan Y4	Mystery story
			NF: Should we feed animals at National Parks? By C Turnham Y4	Balanced Argument
			P: WW1 poetry (not JC)	
Autumn 2	WW2		F: I believe in Unicorns by Michael Morpurgo	Blitz story
			NF: Kick by Mitch Johnson Y5	Persuasive letter
			P: N/A	
Spring 1	Location	F: The Explorer by Katherine Rundell Y5	Adventure	
		NF: Secrets of a Sun King by Emma Carroll Y4	Diary	
		P: N/A		
Spring 2	Location	F: Charlie and the Chocolate Factory by Roald Dahl	Adventure story	
		NF: Refugees Y5	Speech	
		P: P: Still I Rise by Maya Angelou Y4		
Summer 1	Earth and Space	F: Cosmic by Frank Cottrell Boyce Y5	Science fiction	
		NF: Mars Transmission Y5	Journal	
		P: N/A		
#Summer 2	Circle of Life	F: The Boy, The Mole, The Fox and The Horse: C Mackesy Y4	Friendship/hope story	
		NF: David Attenborough by MIS Vegara Y5	Biography	
		P: The most dangerous animal in the world by Valerie Bloom Y5	Poetry	

Term	Y4/5 Cycle B Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	Early Islamic Civilisation	Philip Pullman	F: Aladdin and the Enchanted Lamp by Phillip Pullman Y4	Traditional tale
			NF: Scott of the Antarctica by E and J Dowdeswell Y5	Diary
			P: The Malfeasance by Alan Bold	Be kind poem
Autumn 2	Frozen		F: The Snowman by Raymond Briggs Y5	Christmas story
			NF: The Emperor Penguin Y5	Non-chron report
			P: N/A	
Spring 1	Ruthless Romans		F: Farther by Grahame Baker-Smith Y4	Legacy story
			NF: Hatshepsut Egypt by Kate Pankhurst Y5	Biography
			P: The River by Valerie Bloom	Watery poem
Spring 2	Ruthless Romans	F: The Whale by Ethan and Vita Murrow	Mystery story	
		NF: Wizards of Once by Cressida Cowell	Newspaper report	
		P: N/A		
Summer 1	Evolution	F: The Nowhere Emporium by Ross Mackenzie Y5	Mystery story	
		NF: Screen Use Y5	Balanced argument	
		P: The Plague Y4		
Summer 2	Healthy Bodies	F: The BFG by Roald Dahl Y4	Adventure	
		NF: Digestion explanation Y4	Explanation	
		P: N/A		

Term	Y6 Cycle A Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	WW1	Michael Morpurgo The War Horse	F: The Graveyard Book by Neil Gaiman	Mystery story
			NF: Goldilocks	Newspaper report
			P: WW1 poetry (not JC)	
Autumn 2	WW2		F: Kensuke's Kingdom by Michael Morpurgo	Adventure story
			NF: Letters From The Lighthouse by Emma Carroll Y6	Recount
			P: N/A	
Spring 1	Location	F: The Explorer by Katherine Rundell Y5	Adventure	
		NF: Greta by Greta Thunberg Y6	Speech/make persuasive letter	
		P: Thinker's Rap by Eloise Greenfield		
Spring 2	Location	F: The Arrival by Shaun Tan	Journey story	
		NF: Everest by Sangma Francis and Lisk Feng Y6	Non-chron report	
		P: N/A		
Summer 1	Earth and Space	F: Cosmic by Frank Cottrell Boyce Y5	Science fiction	
		NF: Mars Transmission Y5	Journal	
		P: TBD		
Summer 2	Circle of Life	F: The Journey by Francesca Sanna	New start story	
		NF: David Attenborough by MIS Vegara Y5	Biography	
		P: N/A		

Term	Y6 Cycle B Class Topic	Term's Author Focus	Jane Considine's Writing Unit Plans	Text type covered by unit plan
Autumn 1	Early Islamic Civilisation	Philip Pullman	F: The Firework Maker's Daughter by Philip Pullman	Adventure story
			NF: I am Malala	
			P: If by Rudyard Kipling	Dream poem
Autumn 2	Frozen		F: Tyger by SF Said	Adventure in dystopia
			NF: The Emperor Penguin Y5	Non-chron report
			P: N/A	
Spring 1	Ruthless Romans	Cressida Cowell	F: A Monster Calls by Patrick Ness	Horror/courage story
			NF: Detailed timeline of Ancient Greece by Ben Hubbard	Timeline (made Roman)
			P: N/A	
Spring 2	Ruthless Romans		F: Paperman by Disney	Romance story
			NF: Postcard from Prison	Locked up postcard
			P: Hope-o-potamus by Greg James and Chris Smith	Narrative poem
Summer 1	Evolution	Ross Mackenzie The Nowhere Emporium	F: Hansel and Gretel by Neil Gaiman	Not as it seems story
			NF: The Origin of Species by Sabina Radeva Y6	Non-chron report
			P: Moth by Isabel Thomas	Evolution poem
Summer 2	Healthy Bodies		F: Thornhill by Pam Smy	Ghost story
			NF: Pet Peeves	Blog
			P: N/A	

Iceni Primary Academy, the National Curriculum and Jane Considine



Department
for Education



Department
for Education

The subject leader has audited the long term plan alongside Jane Considine's Writing Unit Plans to ensure that what we are doing at Iceni Primary Academy covers all aspects of the National Curriculum and Statutory Framework regarding writing.

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

English programmes of study: key stages 1 and 2

National curriculum in England





Unit plans included in the Jane Considine English Unit Plan Subscription

Unit plan titles

Speech and Language

Writing Composition

Word

Sentence

Text

Punctuation

www.janeconsidine.com		UNIT PLAN TITLE																			
Year 1	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	UNIT PLAN TITLE	
SPEECH AND LANGUAGE	People should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to use relevant language to describe, explain and evaluate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to listen to and understand spoken presentations, including formal presentations, and to respond to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to listen to and understand spoken presentations, including formal presentations, and to respond to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to listen to and understand spoken presentations, including formal presentations, and to respond to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to listen to and understand spoken presentations, including formal presentations, and to respond to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to listen to and understand spoken presentations, including formal presentations, and to respond to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to listen to and understand spoken presentations, including formal presentations, and to respond to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to listen to and understand spoken presentations, including formal presentations, and to respond to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to listen to and understand spoken presentations, including formal presentations, and to respond to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION	People should be taught to write coherently, organising and presenting their writing clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to write coherently, organising and presenting their writing clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to write coherently, organising and presenting their writing clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to write coherently, organising and presenting their writing clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WORD	People should be taught to understand that words have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to understand that words have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to understand that words have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to understand that words have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SENTENCE	People should be taught to understand that sentences have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to understand that sentences have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to understand that sentences have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to understand that sentences have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TEXT	People should be taught to understand that texts have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to understand that texts have different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PUNCTUATION	People should be taught to understand that punctuation has different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	People should be taught to understand that punctuation has different meanings in different contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Jane Considine's Writing Unit Plans cover all programmes of study from the National Curriculum and statutory framework for Early Years.

The English Subject Leader has audited the chosen unit plans for each year group to ensure coverage of all statutory requirements across each year group and cycle for mixed-age year groups.

Easier to read versions are available on our Sharepoint or by request.

