



## Heritage Park English Long-Term Plan

Our long-term English plans integrate thematic learning to support personal development alongside the acquisition and retention of core skills. Each half-term focuses on a central theme relevant to students' experiences, such as conflict, tolerance and relationships. We carefully select key texts that resonate with these themes to engage and inspire our students. Writing tasks are designed with real-world purposes to motivate students and demonstrate the relevance of their learning, including persuasive letters, narrative writing, and reflective journals. Our curriculum systematically builds literacy skills through guided reading sessions, structured writing workshops, and oral language activities. To ensure retention and expansion of skills, the plan incorporates spiral learning, cumulative assessments, and regular feedback. This holistic approach aims to create a supportive learning environment that addresses both the academic and emotional needs of our students, empowering them to achieve their full potential.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2	<b>Struggle</b>	<b>Relationships</b>	<b>Conflict</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><i>Narrative story writing</i> Retelling, full stops, capital letters, finger spaces, exclamation &amp; question marks, commas, conjunctions, noun phrases</p> <p>Handwriting</p> <p><i>Instructional Language</i> Sequential verbs</p>	<p><i>Non-Chron Report</i> Co-ordinating conjunctions, third person, past/present tense, subject specific language</p> <p><i>Persuasive Letters</i> Imperative verbs, present tense</p>	<p><i>Poetry</i> Identify and speak in rhyme, write Kenning</p>	<p><i>Oracy &amp; Drama</i> Speaking in sentences using joining phrases to create longer sentences Adapt how to speak in different situations according to the audience Use sentence stems to signal when they are building or challenging others' ideas in group</p>	<p><i>Persuasive Speeches</i> Rhetorical questions, facts</p> <p><i>Poetry</i> Diamante Poems</p>	<p><i>Biographies</i> (Recount, diaries)</p> <p>Past tense, first person narrative, time connectives</p> <p>(2 WEEKS NEW CLASS)</p>
3/4	<b>Struggle</b>	<b>Relationships</b>	<b>Conflict</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><i>Narrative story writing</i> Retelling, descriptive paragraphs, past perfect progressive, third person and past tense, fronted adverbials, cohesive nouns/pronouns</p> <p>Handwriting</p> <p><i>Instructional Language</i> Sequential &amp; imperative verbs</p>	<p><i>Non-Chron Report</i> Co-ordinating &amp; subordinating conjunctions, third person, past/present tense, subject specific language, adverbials, cohesion</p> <p><i>Persuasive Letters</i> Organised structure, paragraphs</p>	<p><i>Poetry</i> Read aloud using volume and tone to show meaning, identify and speak in rhyme, recognise and use rhyming pattern</p> <p>Write Kenning</p>	<p><i>Oracy &amp; Drama</i> Use specialist language to describe own and others' talk Use specialist vocabulary e.g. speak like an archaeologist Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' Carefully consider words and phrasing to express ideas and how this supports the purpose of talk e.g. to persuade or to entertain</p>	<p><i>Persuasive writing</i> Alliteration, exaggerated language</p> <p><i>Poetry</i> Diamante Poems</p>	<p><i>Biography</i> (Recount, diaries)</p> <p>Past tense, first person narrative, time connectives</p> <p>(2 WEEKS NEW CLASS)</p>
5	<b>Struggle</b>	<b>Choice</b>	<b>Conflict</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><i>Narrative writing</i> Relative clause, parenthesis, retelling, descriptive paragraphs, past perfect</p>	<p><i>Non-Chron Leaflet</i> Technical vocabulary, Co-ordinating &amp; subordinating</p>	<p><i>Poetry</i> <i>Limerick, Haiku</i> Simile, metaphor, personification, rhyme,</p>	<p><i>Oracy &amp; Drama</i> Use increasingly sophisticated range of sentence stems with fluency and accuracy to cite</p>	<p><i>Persuasive writing</i> Complex slogans, Indep organisation</p>	<p><i>Biography</i> (Diaries, recounts) Use the present perfect form of verbs in contrast to the past tense</p>

	<p><i>progressive, third person and past tense, adverbials, modals</i></p> <p><i>Handwriting</i></p> <p><b>Instructional writing</b> <i>Sequential &amp; imperative verbs</i></p>	<p><i>conjunctions, third person, past/present tense, subject specific language, adverbials, cohesion</i></p> <p><b>Persuasive Speeches</b> <i>Organised structure, paragraphs</i></p>	<p><i>mood and tone, an awareness of vocabulary choice and poetry from different cultures</i></p>	<p><i>evidence and ask probing questions</i></p> <p><i>Consider words and phrases used to express ideas and how this supports purpose of talk</i></p>	<p><b>Poetry</b> <i>Read aloud using tone and expression, discuss</i></p>	
year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<b>Struggle</b>	<b>Relationships</b>	<b>Conflict</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><b>Narrative writing</b> <i>Figurative language, cohesive devices, passive voice, subjunctive form, past perfect progressive form</i></p> <p><b>Instructional writing</b> <i>Sequential &amp; imperative verbs, cohesive devices</i></p>	<p><b>Non-Chron Report</b> <i>Technical vocabulary, Co-ordinating &amp; subordinating conjunctions, third person, past/present tense, subject specific language, adverbials, cohesion, passive voice, parenthesis</i></p> <p><b>Persuasive Speeches</b> <i>Oracy – Analyse, imitate and discuss</i></p>	<p><b>Poetry</b> <b>Free Verse</b> <i>Simile, metaphor, personification, rhyme, mood and tone, an awareness of vocabulary choice and poetry from different cultures and periods of time</i></p>	<p><b>Oracy &amp; Drama</b> <i>Consciously adapt, tone, pace and volume of voice Use increasingly sophisticated range of sentence stems with fluency and accuracy</i></p> <p><i>Vary sentence structures and length for effect</i></p> <p><i>Use idioms and expressions</i></p>	<p><b>Persuasive writing</b> <i>(Adverts, articles, letters, leaflets)</i></p> <p><i>Passive voice, second person, formal and informal word choices, cohesive devices, organisational features</i></p> <p><b>Poetry</b> <i>Read aloud using tone and expression, discuss</i></p>	<p><b>Biography</b> <i>(Diaries, recounts, biographies)</i></p> <p><i>Use the present perfect form of verbs in contrast to the past tense, cohesive devices, passive voice</i></p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>Struggle</b>	<b>Relationships</b>	<b>Conflict</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><b>Narrative writing</b> <i>Figurative language, cohesive devices, passive voice, subjunctive form, past perfect progressive form</i></p> <p><b>Instructional writing</b> <i>Sequential &amp; imperative verbs, cohesive devices</i></p>	<p><b>Non-Chron Report</b> <i>Technical vocabulary, Co-ordinating &amp; subordinating conjunctions, third person, past/present tense, subject specific language, adverbials, cohesion, passive voice, parenthesis</i></p> <p><b>Persuasive Speeches</b> <i>Oracy – Analyse, imitate and discuss</i></p>	<p><b>Poetry</b> <b>WWI Poets</b> <i>Oracy</i></p> <p><i>Recognise and analyse war poems. Personification; figurative language, themes, voice and audience.</i></p>	<p><b>Oracy &amp; Drama</b></p> <p><i>Build on previous skills and understand and use devices like sarcasm and mimicry. Carefully consider the words and phrases used to express ideas and how this supports the purpose of talk</i></p>	<p><b>Persuasive writing</b> <i>(Adverts, articles, letters, leaflets)</i></p> <p><i>Passive voice, second person, formal and informal word choices, cohesive devices, passive voice, organisational features</i></p> <p><b>Poetry</b> <i>Read aloud using tone and expression, discuss</i></p>	<p><b>Biography</b> <i>(Diaries, recounts, biographies)</i></p> <p><i>Use the present perfect form of verbs in contrast to the past tense, cohesive devices, passive voice</i></p>
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<b>Struggle</b>	<b>Relationships</b>	<b>Conflict</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><b>Narrative writing</b> <i>Figurative language, cohesive devices, passive voice, subjunctive form, past perfect progressive form</i></p> <p><b>Instructional writing</b> <i>Sequential &amp; imperative verbs, cohesive devices</i></p>	<p><b>Non-Chron Report</b> <i>Technical vocabulary, Co-ordinating &amp; subordinating conjunctions, third person, past/present tense, subject specific language, adverbials, cohesion, passive voice, parenthesis</i></p> <p><i>Intended audience</i></p> <p><b>Persuasive Speeches</b></p>	<p><b>Poetry</b> <b>Classics</b> <i>Oracy</i></p> <p><i>Recognise and analyse various poems. Figurative language, rhyme, structure of author focus, mood and tone, enjambment, an awareness of vocabulary choice</i></p>	<p><b>Oracy &amp; Drama</b></p> <p><i>Build on previous skills and understand and use devices like sarcasm and mimicry. Carefully consider the words and phrases used to express ideas and how this supports the purpose of talk.</i></p>	<p><b>Persuasive writing</b> <i>(Adverts, articles, letters, leaflets)</i></p> <p><i>Passive voice, second person, formal and informal word choices, cohesive devices, passive voice, organisational features</i></p>	<p><b>Biography</b> <i>(Diaries, recounts, biographies)</i></p> <p><i>Use the present perfect form of verbs in contrast to the past tense, cohesive devices, passive voice</i></p>

		<i>Oracy – Analyse, imitate and discuss</i>	<i>and poetry from different cultures and periods of time</i>			
<b>Year</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>9</b>	<b>Struggle</b>	<b>Relationships</b>	<b>Conflict</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><b>Narrative writing</b> <i>Figurative language, cohesive devices, passive voice, subjunctive form, past perfect progressive form</i></p> <p><b>Instructional writing</b> <i>Sequential &amp; imperative verbs, cohesive devices</i></p>	<p><b>Non-Chron Report</b> <i>Technical vocabulary, Co-ordinating &amp; subordinating conjunctions, third person, past/present tense, subject specific language, adverbials, cohesion, passive voice, parenthesis</i> <i>Intended audience</i></p> <p><b>Persuasive Speeches</b> <i>Oracy – Analyse, imitate and discuss</i></p>	<p><b>Poetry</b> <b>Modern</b> <i>Oracy</i> <i>Recognise and analyse various poems.</i> <i>Figurative language, rhyme, structure of author focus, mood and tone, enjambment, an awareness of vocabulary choice and poetry from different cultures and periods of time</i></p>	<p><b>Oracy &amp; Drama</b> <i>Build on previous skills and understand and use devices like sarcasm and mimicry.</i> <i>Carefully consider the words and phrases used to express ideas and how this supports the purpose of talk.</i></p>	<p><b>Persuasive writing</b> <i>(Adverts, articles, letters, leaflets)</i>  <i>Passive voice, second person, formal and informal word choices, cohesive devices, passive voice, organisational features</i></p>	<p><b>Biography</b> <i>(Diaries, recounts, biographies)</i>  <i>Use the present perfect form of verbs in contrast to the past tense, cohesive devices, passive voice</i></p>
<b>Year</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>10</b>	<b>Struggle</b>	<b>Relationships</b>	<b>Conflict</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><b>Narrative writing</b> <i>Figurative language, cohesive devices, passive voice, subjunctive form, past perfect progressive form</i></p> <p><b>Instructional writing</b> <i>Sequential &amp; imperative verbs, cohesive devices</i></p>	<p><b>Non-Chron Report</b> <i>Technical vocabulary, Co-ordinating &amp; subordinating conjunctions, third person, past/present tense, subject specific language, adverbials, cohesion, passive voice, parenthesis</i> <i>Intended audience</i></p> <p><b>Persuasive Speeches</b> <i>Oracy – Analyse, imitate and discuss</i></p>	<p><b>Poetry</b> <b>GCSE Practice – Power and Conflict</b> <i>Recognise and analyse various poems.</i> <i>Figurative language, rhyme, structure of author focus, mood and tone, enjambment, an awareness of vocabulary choice and poetry from different cultures and periods of time</i></p>	<p><b>Oracy &amp; Drama</b> <i>Build on previous skills and understand and use devices like sarcasm and mimicry.</i> <i>Carefully consider the words and phrases used to express ideas and how this supports the purpose of talk.</i></p>	<p><b>Persuasive writing</b> <i>(Adverts, articles, letters, leaflets)</i>  <i>Passive voice, second person, formal and informal word choices, cohesive devices, passive voice, organisational features</i></p>	<p><b>Biography</b> <i>(Diaries, recounts, biographies)</i>  <i>Use the present perfect form of verbs in contrast to the past tense, cohesive devices, passive voice</i></p>
<b>Year</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>11</b>	<b>Struggle</b>	<b>Relationships</b>	<b>Poetry</b>	<b>Speaking Up</b>	<b>Tolerance</b>	<b>Change</b>
	<p><b>Narrative writing</b> <i>Figurative language, cohesive devices, passive voice, subjunctive form, past perfect progressive form</i></p> <p><b>Instructional writing</b> <i>Sequential &amp; imperative verbs, cohesive devices</i></p>	<p><b>Non-Chron Report</b> <i>Technical vocabulary, Co-ordinating &amp; subordinating conjunctions, third person, past/present tense, subject specific language, adverbials, cohesion, passive voice, parenthesis</i> <i>Intended audience</i></p> <p><b>Persuasive Speeches</b> <i>Oracy – Analyse, imitate and discuss</i></p>	<p><b>Poetry</b> <b>GCSE Practice – Unseen</b> <i>Recognise and analyse various poems.</i> <i>Figurative language, rhyme, structure of author focus, mood and tone, enjambment, an awareness of vocabulary choice and poetry from different cultures and periods of time</i></p>	<p><b>Oracy &amp; Drama</b> <i>Build on previous skills and understand and use devices like sarcasm and mimicry.</i> <i>Carefully consider the words and phrases used to express ideas and how this supports the purpose of talk.</i></p>	<p><b>Persuasive writing</b> <i>(Adverts, articles, letters, leaflets)</i>  <i>Passive voice, second person, formal and informal word choices, cohesive devices, passive voice, organisational features</i></p>	<p><b>Biography</b> <i>(Diaries, recounts, biographies)</i>  <i>Use the present perfect form of verbs in contrast to the past tense, cohesive devices, passive voice</i></p>