







Boston Pioneers Writing Long Term Plan



| EYFS | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic: Ourselves | Topic: Once Upon a Time | Topic: Amazing Animals | Topic: Superhuman | Topic: Grow | Topic: Let's Move |
| <p><u>Kipper's Birthday</u> Book hook: Decorate the classroom with birthday balloons and banners.</p> <p><u>Funny Bones</u> Book hook: Bury bones in the outdoor sand pit.</p> | <p><u>We're Going on a Bear Hunt</u> Book hook: Put out bear footprints leading to the outdoor tunnel. Show an Fx Guru clip of a bear in the outdoor tunnel.</p> <p><u>Goldilocks and the Three Bears</u> Book hook: Create a Goldilocks crime scene with 3 bowls of porridge, 3 chairs, police tape, CCTV footage, locks of hair and muddy footprints on the floor.</p> <p><u>Goldilocks and the Three Dinosaurs</u> Book hook: Goldilocks trapped by dinosaurs.</p> <p><u>The Nativity Story</u> Book hook: Video from Santa Claus.</p> | <p><u>The Three Little Pigs</u> Book hook: Have sticks, straw and a pile of bricks cornered off with cones and police tape.</p> <p><u>Dear Zoo</u> Book hook 1: Have a box with an animal hidden inside with a 'from the zoo' label attached. Hook 2: Create a trashed classroom and a FX Guru video to show a zoo escape in the classroom</p> <p><u>Handa's Surprise</u> Book hook: Have a basket of fruit from the story and begin by encouraging the children to explore the fruits and describe them.</p> | <p><u>Mr Wolf's Pancakes</u> Book hook: Have some floury footsteps going from the classroom to the kitchen. Who could it be?</p> <p><u>Alan's Big Scary Teeth</u> Book hook: Have some fake teeth in the classroom. Who do they belong too?</p> <p><u>Supertato</u> Book hook 1: Set up a crime scene with vegetables tied up. Hook 2: Have vegetables frozen in ice and explain that the Evil Pea is out of the freezer again.</p> <p><u>Zog and the Flying Doctors</u> Book hook: Show a medical bag with items from the story. Who does this bag belong too?</p> | <p><u>Jack and the Beanstalk</u> Book hook 1: Have different types of beans on the floor in the outdoor area. What are they? Where have they come from? What might grow? Hook 2: Find giant footprints in the classroom.</p> <p><u>The Enormous Turnip</u> Book hook: Have a large papier mâché turnip in the outdoor area. Ask the children to help you remove the turnip.</p> <p><u>The Hungry Caterpillar</u> Book hook 1: Have a package arrive with a butterfly garden inside. What is it? What might happen? Hook 2: Observe changes to the caterpillars in the butterfly garden. What has happened to the caterpillars? How have they changed?</p> | <p><u>The Gingerbread Man</u> Book hook 1: Have a trail of crushed gingerbread man leading to half eaten gingerbread man. What has happened? Hook 2: FX Guru clip of a gingerbread man in the classroom.</p> <p><u>The Naughty Bus</u> Book hook 1: Receive a little box. What do you think could be inside? Open it up bridge on the dual carriageway.</p> <p><u>The Snail and the Whale</u> Book hook 1: Find a silvery snail trail message in the classroom. Who do you think might have left this message? What animals leave a silvery trail? Hook 2: Find a postcard from the snail to the class. Open it up – Who could it be from? to find a bus. Hook 2: Find the outdoor area in a mess. Who could have done it?</p> |

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| | | | | | Information on Transport Text hook: Go on a train ride to the nature garden and find a train book. Discuss what vehicles they can see. |
| YEAR 1 | | | | | |
| Autumn 1 Topic: Time Tardis | Autumn 2 Topic: Where Do We Live? | Spring 1 Topic: What is the weather like in the UK? | Spring 2 Topic: Mary Anning | Summer 1 Topic: They Changed the World | Summer 2 Topic: What is it like to live by the coast? |
| <u>Expectations around letter formation and handwriting</u> Transcription focus Lists and captions | <u>Expectations around letter formation and handwriting</u>  Grammarsaurus Unit Ready for PVPG (only when they are set 2 secure and letter formation is mostly correct) | PVPG unit Non-chronological report Dragons PVPG unit Recount – Postcards/Letters Toys in Space | <u>Little Red Riding Hood by Mara Alperin</u> Recount events <u>Inside the Villains by Clotilde Perrin</u> Character description <u>There Is No Dragon In This Story by Lou Carter</u> Create their own dragon narrative | <u>Stories in Series: The Storm Whale by Benji Davies</u> Narrative Senses poetry <u>The Storm Whale in Winter by Benji Davies</u> Non-chronological report <u>Grandma Bird by Benji Davies</u> Setting description | <u>Lost by Mariajo Ilustrajo</u> Non-chronological report Narrative <u>The Girl and the Dinosaur by Hollie Hughes</u> Recount Setting description <u>The Bog Baby by Jeanne Willis</u> Character description Instructions (How to look after a Bog Baby) |
| YEAR 2 | | | | | |
| Autumn 1 Topic: How was school different in the past? | Autumn 2 Topic: Would you prefer to live in a hot or cold place? | Spring 1 Topic: What is a Monarch? (William the Conqueror, Beyond 1066) | Spring 2 Topic: Why is our world wonderful? | Summer 1 Topic: The Great Explorers | Summer 2 Topic: What is it like to live in Boston, USA? |
| <u>Expectations around letter formation and handwriting</u> | PVPG unit Non-chronological report Marvellous Minibeasts | <u>Man on the Moon by Simon Bartram</u> Diary Extract List poetry – Space/Planets | <u>Bubbles</u> Recount | <u>The Mystery of the Golden Wonderflower by Benjamin Flouw</u> Non-chronological report | <u>It Starts With a Seed by Laura Knowles</u> Explanation text |

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|  <p>Grammarsaurus Unit Year 2 (only when they are set 3 secure and letter formation is correct)</p> | <p>PVPG unit Recount – Postcards/Letters Little Red</p> | <p><u>The Bear and the Piano by David Litchfield</u> Retelling the story</p> | <p><u>Here We Are: Notes for Living on Planet Earth by Oliver Jeffers</u> Non-chronological report writing based on real-life events</p> <p><u>Poetry</u> Riddles – double page spread</p> | <p><u>Traction Man by Mini Grey</u> Narrative on another mission</p> | <p><u>The Owl and the pussycat by Ian Beck</u> Classical Poetry Character study</p> |
| YEAR 3 | | | | | |
| <p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Topic: Stone Age to Iron Age</p> | <p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Topic: Stone Age to Iron Age</p> | <p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Topic: Are All Settlements the Same?</p> | <p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Topic: Our Active Planet</p> | <p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Topic: The Ancient Romans</p> | <p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Topic: What Are Rivers and How Are They Used?</p> |
| <p><u>Expectations around letter formation and handwriting</u></p>  <p>Grammarsaurus Unit Year 3</p> | <p>PVPG unit Non-chronological report Prehistoric Park</p> <p>PVPG unit Recount – Letter Stone Age Letter</p> | <p><u>The Secret of the Black Rock by Joe Todd-Stanton</u> Own version suspense narrative</p> <p><u>The True Story of the 3 Little Pigs! by Jon Scieszka</u> Traditional Tale</p> | <p><u>Tuesday by David Wiesner</u> Newspaper report</p> <p><u>Origins – Literacy Shed (Visual Literacy)</u> Diary entry</p> <p><u> kennings</u> (1 week)</p> | <p><u>The King Who Banned the Dark by Emily Haworth-Booth</u> Own version adventure narrative with a focus on dialogue</p> <p><u>Join Claudius’ Army</u> Persuasive advert</p> | <p><u>Dear Earth by Isabel Otter/</u> <u>The Tin Forest by Helen Ward</u> Formal letter of apology</p> <p><u>Haikus and Tankas</u></p> <p><u>Charlie and the Chocolate Factory by Roald Dahl (extracts and videos)</u> Own version fantasy story</p> |
| YEAR 4 | | | | | |
| <p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Topic: The Ancient Egyptians</p> | <p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Topic: The Ancient Egyptians</p> | <p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Topic: Who lives in Antarctica?</p> | <p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Topic: How hard was it to invade and settle in Britain? (Anglo Saxons)</p> | <p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Topic: Where does our food come from?</p> | <p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Topic: Why are rainforests important to us?</p> |
| <p><u>Expectations around letter formation and handwriting</u></p> | <p>PVPG unit Instructions How to Raid an Anglo-Saxon Settlement</p> <p>PVPG unit</p> | <p><u>Marcy and the Riddle of the Sphinx by Joe Todd-Stanton</u> Perspective narrative with a focus on dialogue</p> | <p><u>The Spider & the Fly by Mary Howitt</u> Persuasive letter</p> | <p><u>The Story of Robin Hood by Rob Lloyd Jones</u> Myth / Legend How to train your dragon?</p> | <p><u>There’s a Rang Tan in My Bedroom by James Sellick (Text and Visual Literacy)</u> Persuasive text</p> |

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|  <p>Grammarsaurus Unit Year 4</p> | <p>Recount – Biography The Evil Queen</p> | <p><u>Taking Flight – Literacy Shed (Visual Literacy)</u> Diary entry</p> | <p><u>Leon and the Place Between by Angela McAllister</u> Own version fantasy narrative</p> | <p><u>Wallace and Gromit Cracking Contraptions</u> Explanation text</p> | <p><u>The Barnabus Project by Eric Fan and F. H. Terry</u> Brochure for a new home</p> <p>Poetry Mood poem</p> |
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YEAR 5

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Topic: The Maya Civilisation</p> <p><u>Expectations around letter formation and handwriting</u></p>  <p>Grammarsaurus Unit Year 5</p> | <p>Topic: Would you like to live in a desert?</p> <p><u>PVPG unit</u> Non-chronological report Luminara (fictional planet)</p> <p><u>PVPG unit</u> Recount – Letter Hansel's Escape</p> | <p>Topic: The Ancient Greek Legacy</p> <p><u>Leo and the Gorgon's Curse by Joe Todd-Stanton</u> Narrative with a focus on dialogue</p> <p><u>Should we keep sending people to the minotaur?</u> Balanced argument</p> | <p>Topic: Magnificent Mountains</p> <p><u>The Invention of Hugo Cabret by Brian Selznick</u> Biography</p> <p><u>Snow Leopard by Jackie Morris</u> Himalayan myth</p> | <p>Topic: Viking Conflicts</p> <p><u>Beowulf by Michael Morpurgo</u> ?? Not a narrative (Literacy Tree planning – Jo H can send)</p> <p><u>Alma – Literacy Shed (Visual Literacy)</u> Narrative (some resources on Grammarsaurus)</p> | <p>Topic: Independent fieldwork study – town planning</p> <p><u>Varmints by Helen Ward</u> Monologue Persuasive speech (written and performed)</p> <p>Poetry Spoken word raps – Fresh Prince of Bel Air</p> |

YEAR 6

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Topic: Victorian Childhood</p> <p><u>Expectations around letter formation and handwriting</u></p>  <p>Grammarsaurus Unit Year 6</p> | <p>Topic: Why Does Population Change?</p> <p><u>PVPG unit</u> Non-chronological report Animal Phyla</p> <p><u>PVPG unit</u> Recount – Letter Dracula: Harker's Letter</p> | <p>Topic: WWII The Battle for Britain</p> <p><u>The Island</u> Own version narratives</p> <p><u>Help Us Win the War</u> Persuasive advert</p> | <p>Topic: Nature's Energy</p> <p><u>The Man Who Walked Between the Towers by Mordicai Gerstein</u> Biography on Philippe Petit</p> <p><u>Paradise Sands by Levi Pinfold</u> Prequel narrative with a focus on dialogue</p> | <p>Topic: Why do our oceans matter?</p> <p><u>King Kong by Anthony Browne</u> Police report</p> <p>Y6 SATS</p> <p><u>Blackout Poetry</u> Poems</p> | <p>Topic: Unheard Histories (Transition Unit)</p> <p><u>The Whale by Ethan Murrell and Vita Murrell</u> Film pitch</p> <p>Transition Unit Autobiography</p> |