



Est. 1954

# תלמוד תורה פרדס Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA, Tel: 020-8343-3568, E-mail: [office@pardeshouse.com](mailto:office@pardeshouse.com)

בסי"ד

Founding Principal:

**Rabbi E Halpern** זצ"ל

Menahel:

**Rebbe S Roitenberg** שליט"א

Headteacher:

**Rabbi J Sager** MA B.Ed NPQH FCCT

## Whole School Long Term Plan for English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><u>Different stories by the same author</u>  <b>To Entertain</b> – sequencing  <b>To Inform</b> – labelling objects and illustrations</p>	<p><u>Stories with familiar settings / traditional tales</u>  <b>To Entertain</b> – storytelling &amp; retelling  <b>To Inform</b> – fact file  <b>Poetry</b> – acrostic structure</p>	<p><u>Stories with familiar setting</u>  <b>To Entertain</b> – retelling &amp; adventure narrative</p>	<p><u>Instructions</u>  <b>To Inform</b> – giving instructions, fact files  <b>Poetry</b> – rhyme</p>	<p><u>Adventure story</u>  <b>To Inform</b> – postcards, recount</p>	<p><u>Instructions</u>  <b>To Entertain</b> – character letter  <b>To Inform</b> – instructions            Poetry:            Performance            Poetry Showcase</p>





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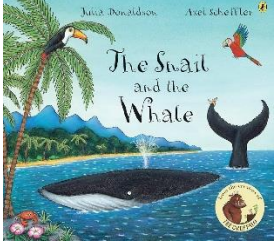
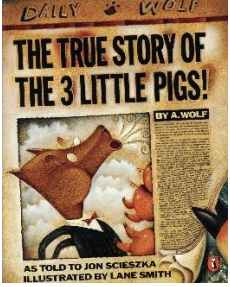
**Rabbi E Halpern** ז"ל

Menahel:

**Rabbe S Roitenberg** שליט"א

Headteacher:

**Rabbi J Sager** MA B.Ed NPQH FCCT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<p><u>Different stories by the same author</u>  <b>To Entertain</b> – writing as a character  <b>To Inform</b> – structured postcard format</p>	<p><u>Traditional Tale</u>  <b>To Entertain</b> – retelling &amp; innovating a traditional tale  <b>Poetry</b> – simile poems linked to remembrance day</p>	<p><u>Different stories by the same author</u>  <b>To Entertain</b> – diary writing  <b>To Inform</b> – instructions  <b>Poetry</b> – performance and rhythm</p>	<p><u>Adventure stories</u>  <b>To Entertain</b> – characterisation and storytelling            Poetry- Kennings</p>	<p><u>Different stories by the same author</u>  <b>To Entertain</b> – writing a letter in role  <b>To Inform</b> – fact file about Florence Nightingale</p>	<p><u>Stories from a range of cultures</u>  <b>To Entertain</b> – retelling cultural stories  <b>To Inform</b> – non-fiction fact file            Poetry:            Performance            Poetry Showcase</p>
						





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p><u>Stories with Historical Setting</u> <b>To Entertain</b> – descriptive narrative &amp; setting detail</p>	<p><b>Stories with Familiar Settings</b> <b>To Entertain</b> – story retelling from a chosen scene <b>To Inform</b> – information text about hedgehogs <b>Poetry</b> – List poems or Free Verse</p>	<p><u>Different stories by the same author</u> <b>To Entertain</b> – fantasy narrative writing <b>Spoken Language:</b> Debate – Should animals be kept in a zoo?</p>	<p><u>Different stories by the same author</u> <b>To Entertain</b> – diary &amp; dialogue <b>To Entertain</b> – narrative innovation <b>Poetry: Haiku</b></p>	<p><u>Adventure Story</u> <b>To Entertain</b> – descriptive of the island adventure narrative of Oliver's capture</p>	<p><u>Issues and Dilemmas</u> <b>To Persuade</b> – letter writing Poetry: Performance Poetry Showcase</p>



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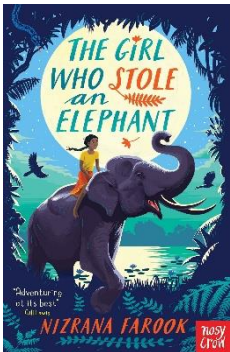
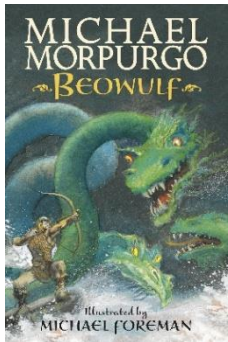
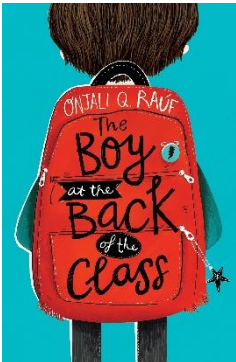
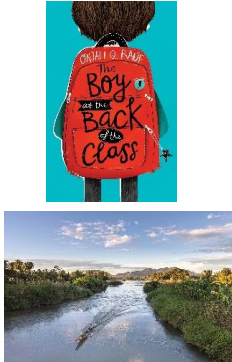

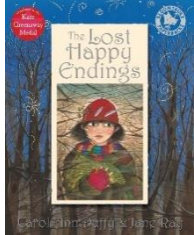
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	<p><u>Stories in Imaginary Worlds</u>  <b>To Entertain</b> – narrative &amp; diary writing</p>	<p><b>Adventure Stories</b>  <b>To Entertain</b> – description &amp; suspense  <b>To Inform</b> – newspaper report/ blog  <b>Poetry</b> – Narrative poetry</p>	<p><u>Extended Narrative Unit</u>  <b>To Entertain</b> – diary writing in role  <b>To Persuade</b> – formal letter  <b>To Discuss</b> – oral debate</p>	<p><u>Extended Narrative Unit</u>  <b>To Inform</b> – non-chronological reports (Cross curricular)            Poetry: Limericks</p>	<p><b>Fantasy Narrative</b>  <b>To Entertain</b> – fantasy narrative &amp; setting and creature description</p>	<p><u>Issues &amp; Dilemmas</u>  <b>To Entertain</b> – play script of a scene  <b>To Inform</b> – explanation writing            Poetry:            Performance            Poetry Showcase</p>
		 <p>Chapter 2 only</p>				



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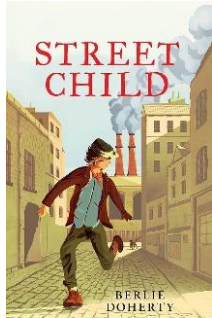
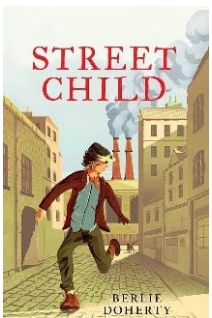
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Menahel:

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<p>Novels and stories by <u>significant authors</u></p> <p><b>To Entertain</b> – character viewpoint through letter writing</p>	<p>Adventure Stories</p> <p><b>To Entertain</b> – descriptive narrative</p> <p><b>To Persuade</b> – persuasive language for effect</p> <p><b>Poetry</b> – Figurative Poetry (simile / metaphor imagery poems)</p>	<p>Adventure &amp; Fantasy</p> <p><b>To Entertain</b> – narrative opener</p> <p><b>To Inform</b> – non-chronological report &amp; explanation</p>	<p>Short Film</p> <p><b>To Entertain</b> – original narrative &amp; play script</p> <p><b>To Discuss</b> – balanced argument- Should he have flown?</p> <p>Personification poetry (Wing – turning objects/emotions into characters)</p>	<p>Extended Narrative Unit</p> <p><b>To Entertain</b> – diary writing in role</p> <p><b>To Inform</b> – biography &amp; news reporting</p>	<p>Extended Narrative Unit</p> <p><b>To Entertain</b> – extended narrative</p> <p><b>To Discuss</b> – speaking &amp; listening</p> <p>Poetry: Performance Poetry Showcase</p>
						





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<p><u>Narrative: stories with historical setting</u>  <b>To Inform</b> – non-chronological report  <b>To Entertain</b> – diary &amp; narrative viewpoint</p>	<p><u>Narrative: stories with historical setting</u>  <b>Poetry</b> – (free verse or quatrain remembrance day poems)            To Inform – instructions</p>	<p><u>Short film:</u>            To Entertain – building suspense in narrative            To Discuss – balanced argument</p>	<p><u>Contemporary world issues</u>  <b>To Inform</b> – non-chronological report &amp; instructions  <b>To Entertain</b> – empathy through character diary writing  <b>Spoken-word / Slam Poetry</b> (social justice themes – clean water, equality)</p>	<p><b>To Entertain</b> – developed narrative  <b>To Inform</b> – independent report writing  <b>Poetry</b> – imagery, structure, voice</p>	<p><b>To Discuss</b> – argument and justification  <b>To Inform</b> – clear instructional writing  <b>To Entertain</b> – final narrative writing            Poetry:            Performance            Poetry Showcase</p>
					No Core Text- repeat writing genre	No Core Text- repeat writing genre

