

2018-2019 English Curriculum Overview

	Autumn 1: Knowing Me & Knowing You (UK, Europe, Worldwide)	Autumn 2: Food Glorious Food (WW2, Victorians, Tudors)	Spring 1: London Calling (Great Fire, Vikings, Romans)	Spring 2: Mad Science (Whole-school focus)	Summer 1: Let's Get Physical (Rugby, Football, Parasport)	Summer 2: Splash, Stomp, Soar (Animals: water, land, air)
Year One	The Tiger who came to tea The Slightly Annoying Elephant	The Very Hungry Caterpillar The Tiny Seed	Vlad and the Great Fire of London	Izzy Gizmo By Pip Jones	Willy the Wizard Willy the Champ	The Beach The Lighthouse Keeper's Lunch
	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain
Year Two	Beegu Way Back Home	Roger's War By Robert Swindells	The Baker Boys and the Great Fire of London	George's Marvellous Medicine By Roald Dahl	Cinderboy By Laurence Anholt	Manfish: Jacques Cousteau Shark Lady: Eugenie Clarke
	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain
Year Three	The Accidental Prime Minister By Tom McLaughlin	Oliver Twist (Usborne Young Readers)	There's a Viking in my Bed By Jeremy Strong	Frank Einstein & the Antimatter Motor	The Football Boy Wonder By Martin Smith	Varjak Paw By S F Said
	Writing to entertain	Writing to inform	Writing to persuade	Writing to entertain	Writing to inform	Writing to entertain
Year Four	The Lost Island of Tamarind By Nadia Aguiar	Street Child By Berlie Doherty	The Saga of Erik the Viking By Terry Jones/Michael Foreman	Cogheart By Peter Bunzl	Striker Boy By Jonny Zucker	The One and Only Ivan By Katherine Applegate
	Writing to entertain	Writing to inform	Writing to persuade	Writing to entertain	Writing to inform	Writing to persuade
Year Five	Cosmic By Frank Cottrell Boyce	Tudor Tales By Terry Deary	The London Eye Mystery By Siobhan Dowd	The Incredible Adventures of Professor Branestawm	Kick By Mitch Johnson	Skellig By David Almond
	Mixed focus Entertain & Inform	Writing to inform	Writing to persuade	Writing to entertain	Writing to inform	Writing to discuss
Year Six	Kensuke's Kingdom By Michael Morpurgo	Charles Dickens (Real Readers)	Julius Caesar By Andrew Matthews	Northern Lights By Philip Pullman	TBC: SATs writing focus	Sky Song By Abi Elphinstone
	Mixed focus Inform: non-chron report Entertain: description Entertain: narrative	Writing to Discuss Balanced Argument Essay Book Review	Writing to Persuade London Travel Guide Speech + whole school writing hook	Writing to inform Recount: news report Recount: diary entry + additional evidence necessary	TBC Choice dependent on existing evidence necessary for teacher assessment	TBC Choice dependent on existing evidence necessary for teacher assessment + transition unit

- Classes focus on one specific writing purpose for the whole half-term: writing to entertain (narrative), writing to inform (non-narrative), writing to persuade (non-narrative) or writing to discuss (non-narrative). This is done through different text types within each particular focus.

- When producing medium-term planning, five or six key 'Grammar and Punctuation' objectives are chosen to be the focus of the whole half-term in order give time for them to really be embedded. These are selected carefully, with the purpose in mind.

- 'Child-friendly' success criteria are developed for each year group alongside the specific 'Grammar and Punctuation' objectives to self/peer assess against. These build and develop cumulatively each year with a whole-school approach so that children are having the opportunity to revisit/apply previous learning in subsequent year groups.

- There are two main outcomes ('Big Writes') each half-term, with the sequence of lessons prior building on:

a) the teaching and application of the specific Grammar and Punctuation objectives.


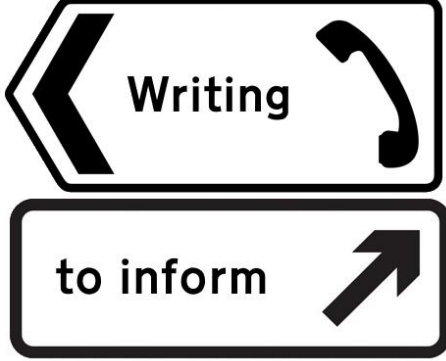


b) investigating appropriate vocabulary and building key word banks.

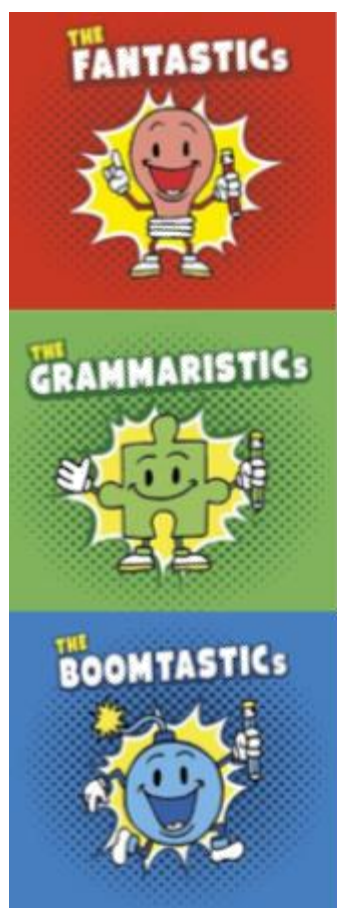
c) unpicking 'real-life' WAGOLL examples for the particular text type.

d) writing collaboratively in order to provide modelled examples.

- The Big Write sequence will always involve separate sessions for planning, drafting, self/peer assessing and then editing/improving to give the children the best opportunity to demonstrate their writing skill.



 <p>Writing to entertain</p> <p>NARRATIVE (FICTION)</p>	 <p>NON-NARRATIVE (NON-FICTION)</p>	 <p>Writing to persuade</p> <p>NON-NARRATIVE (NON-FICTION)</p>	 <p>Writing to discuss</p> <p>NON-NARRATIVE (NON-FICTION)</p>
<p>Key Stage One Stories (mainly retellings) Character/setting description Poetry</p>	<p>Key Stage One Recount Non-chronological report Instruction</p>	<p>Key Stage One N/A</p>	<p>Key Stage One N/A</p>
<p>Lower Key Stage Two Stories Character/setting description Poetry</p>	<p>Lower Key Stage Two Non-chronological report Explanation Biography Newspaper</p>	<p>Lower Key Stage Two Poster Advertising Letter</p>	<p>Lower Key Stage Two N/A</p>
<p>Upper Key Stage Two Narratives Character/setting description Poetry</p>	<p>Upper Key Stage Two Non-chronological report Explanation Biography Newspaper Essay</p>	<p>Upper Key Stage Two Advertising Letter Speech Campaign</p>	<p>Upper Key Stage Two Balanced Argument Newspaper Article Review (book, film etc.)</p>



Ideas

Tools

Techniques

IDEAS

F	+	Heart	=	Feeling
A	+	Speech bubble	=	Asking
N	+	Eyes	=	Noticing
T	+	Hand	=	Touching
A	+	Person	=	Action
S	+	Nose	=	Smelling
T	+	Tongue	=	Tasting
I	+	Brain	=	Imagining
C	+	Ear	=	Checking / Hearing

TOOLS

GRAMMAR				STRUCTURE AND STYLE			
A	B	C	D	P	P	P	P
Adverbs	Complex Sentences	Dialogue and Contrasted Forms	Purpose	Paragraphs	Passive or Active Voice	Post and Present Tense	Punctuation

- Remember, the key is to:
- make it relevant (explicit links between the grammar taught and how it works in writing).
 - give it context (demonstrate through examples).
 - reinforce and develop through discussion (ensure children can verbalise their understanding: 'reasoning' for grammar).
 - use authentic texts (make the learning relevant for children).

TECHNIQUES

- Key Stage One:**
Onomatopoeia, alliteration, rhyme, repetition & simile
- Lower Key Stage Two:**
All of the above, plus metaphor & pathetic fallacy
- Upper Key Stage Two:**
All of the above, plus pun, personification and symbolism