



# ST AIDAN'S CURRICULUM OVERVIEW ENGLISH



## Writing Overview By Year Group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Narrative - Familiar Settings</b></p> <p>stories set in familiar settings: a swimming pool, in the house and in a park</p> <p>stories with repetitive sentences focusing on the use of capital letters, full stops and finger spaces.</p> <p><b>At The Pool</b></p> <p><b>Creepy Crawly</b></p> <p><b>Poetry</b></p> <p>We will read simple poems about our bodies and write new words, lines and verses to them. We will write a diary entry based on how schools were in the past.</p> <p><b>Poem: I AM</b></p> <p><b>MY DAY AT SCHOOL – Linked to History</b></p>	<p><b>Narrative - Traditional Tales</b></p> <p>stories with a beginning, middle and end based on traditional tales.</p> <p>We will use openings and closings in our work ‘one sunny day.....’</p> <p>We will begin to use ‘and’ as a joining word in our writing.</p> <p>‘The Little Red Hen’ as a basis for our own story, changing characters and key events.</p> <p><b>The Little Red Hen</b></p> <p><b>The Enormous Watermelon</b></p> <p><b>Little Red Riding Hood</b></p>	<p><b>Instructions</b></p> <p>instructions for playing games and playing with toys.</p> <p>Using the features of instructions such as headings, numbers, time connectives and bossy verbs.</p> <p><b>Recounts – Linked to History</b></p> <p>Reading and writing recounts and using time connectives and joining words in our recounts</p> <p><b>The Storm</b></p> <p><b>How To Ride A Bike – TFW Unit</b></p> <p><b>My School Day</b></p> <p><b>My Visit</b></p>	<p><b>Poetry</b></p> <p>Writing poems about materials with a focus on using adjectives we have learnt in our Science work about materials.</p> <p><b>Non-Fiction Reports</b></p> <p>Writing non fiction reports about materials and their properties. including headings, sub headings and captions.</p> <p><b>Metal – TFW Unit</b></p> <p><b>Poem: The Wizard’s Pocket</b></p> <p><b>Easter/Spring NF Writing – Own Text</b></p>	<p><b>Narrative – Descriptions of Fantasy Lands</b></p> <p>Using a range of connectives such as ‘and’, ‘but’, so’, ‘because’</p> <p><b>Non-Chronological Reports</b></p> <p>Writing information pages about light sources linked to science topic</p> <p><b>RecountsLetters/Diaries</b></p> <p>Linked to History and Geography</p> <p><b>Where The Wild Things Are</b></p> <p><b>The Gruffalo</b></p> <p><b>Whatever Next</b></p>	<p><b>Poetry</b></p> <p>Based on plants and flowers. in and around our school such as daisies and tulips.</p> <p>Use of speech marks and commas in our poems.</p> <p><b>Non- Fiction</b></p> <p>Write information texts about plants linked to science topic</p> <p>write non fiction pages including headings, sub headings and bullet points.</p> <p><b>Dictionaries</b></p> <p>Linked to learning about how dictionaries work. Creating a dictionary about light sources.</p> <p><b>Poem: Five Little Flowers</b></p> <p><b>Roses TFW: Unit</b></p>
Year 2	<p><b>Narrative: Stories with a familiar setting</b></p> <p>Based on the story ‘Dogger’, write about a lost toy □</p> <p>Adjectives</p> <p>Noun phrases □ □</p> <p>Extend use of punctuation to include commas in lists and commas in noun phrases. □</p>	<p><b>Narrative: Julia Donaldson</b></p> <p><b>Character/Setting/Description</b></p> <p>□ Write descriptions of Julia Donaldson characters.</p> <p><b>Recount: Diary</b></p> <p>Recreate Samuel Pepys diary entry</p> <p><b>Poetry:</b></p> <p>acrostic poems</p>	<p><b>Narrative: Traditional tales</b></p> <p>Using speech marks, expanded noun phrases, alliteration to create a new version of the three little pigs</p> <p><b>Persuasive Writing</b></p> <p>Persuasive vocabulary</p> <p>Poster</p> <p>Alliteration/Rhyme</p>	<p><b>Postcard – Meerkat family to Sunny</b></p> <p>TFW sequence</p> <p><b>Information leaflet – Meerkats</b></p> <p><b>Recount – Sunny's visit to school</b></p> <p>Use of tense, conjunctions, and adverbs to structure a recount based on a classroom activity</p> <p>Meerkat Visit Around The School</p>	<p><b>Narrative: Traditional Tales.</b></p> <p><b>Recount:</b> sequence a recount based on a visit</p> <p>Write own recount</p> <p><b>Current Affairs Writing</b></p> <p><b>Letters: TFW Based on The Day The Crayons Quit</b></p> <p><b>How To Make A Daisy Chain</b></p> <p><b>The Day The Crayons Quit</b></p>	<p><b>Information Texts:</b></p> <p><b>Instructions:</b> How to grow the perfect flower □</p> <p>Suffixes, spelling rules, adverbs, detail to uplevel</p> <p><b>Poetry:</b> Poems Aloud</p> <p>Create own poetry</p> <p><b>Narrative:</b> Descriptions</p>

	<p><b>Instructions</b></p> <p>Reading and writing numbered instructions. □ Recognising the features of instructions, including headings and bossy verbs. □ Learn to use imperatives to begin instructions. □</p> <p>Dogger</p> <p>How To Catch A Colour Thief</p> <p>Supertato</p>	<p>list poems</p> <p>calligrams</p> <p>Poems: Remembrance Day/Fireworks</p> <p>Great Fire Of London</p> <p>Gruffalo</p>	<p>Persuasive vocabulary</p> <p><b>Non-Chronological</b></p> <p>Fact files—based on ‘merged animal’ and use expanded noun phrases and adjectives separated by commas to create a fact file. □Read books from Rachel Bright and Julia Donaldson. □Salty dogs—create a comic strip to match computing animation □They will create their own stories based on being stuck on a desert island</p> <p>Poetry: If I Were A Shape</p> <p>Poem: Diamond Ocean</p> <p>True Story Of The 3 Little Pigs</p>	<p>Meerkat Mail</p>		<p>Read extracts from “James and the Giant Peach” and write descriptions of James, aunt Sponge and aunt Spiker.</p> <p>Poems Aloud</p>
Year 3	<p><b>Narratives – Journey Story</b></p> <p>Linked to Stone Age topic</p> <p>Setting</p> <p>Character</p> <p>Direct speech</p> <p><b>Instructions</b></p> <p>How To Wash A Woolly Mammoth</p> <p>Stone Age Boy</p> <p>Blown Away</p> <p>Journey</p> <p>Class Novel: The Wild Way Home</p>	<p><b>Non-chronological reports</b> - TFW: Unicorns:Uncovered</p> <p>we will firstly look at writing our own information texts,</p> <p>Use Talk for Writing to learn the features of information texts: paragraphs, subheadings and a range of interesting facts.</p> <p>Poetry written to be performed</p> <p><b>Performance poetry</b></p> <p>using features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech.</p> <p>The Secret Lives of Unicorns</p> <p>The Secret Lives of Dragons</p>	<p><b>Poetry – Imagery</b></p> <p>Simile/metaphor</p> <p>Based on Michael Rosen</p> <p><b>Recount</b></p> <p>Based on The Lighthouse,</p> <p>Sequencing using different conjunctions and adverbs to organise and link writing</p> <p>The Lighthouse</p> <p>Class Novel: The Firework Maker’s Daughter</p>	<p><b>Extended Narrative: adventure and mystery stories</b></p> <p>Language for effect</p> <p>Conveying characters’ feelings and describing behaviour.</p> <p>Five part story structure and plan and write a longer story with logical sequence of events, conflict and resolution.</p> <p>Leon &amp; The Place Between</p> <p>Class Novel: The Wild robot</p>	<p><b>Narrative: Local Folklore/Myths/Legends</b></p> <p>Linking with our history topic of Monarchy based on the legend of King Arthur, and children will learn all about the local tale of The Lambton Worm.</p> <p>They will research the origins of the tales, and pick out aspects of it to create their own exciting myths and legends.</p> <p>Short Stories of Myths &amp; Legends</p> <p>The Lambton Worm</p> <p>Class Novel: The Boy Who Grew Dragons</p>	<p><b>Biography</b></p> <p>Howard Carter – Linked To History topic</p> <p><b>Persuasive: Letter</b> They will write their own responses to a given ‘issue’ , making sure to set their letter out carefully using a range of persuasive phrases to make their point.</p> <p>Biography of Howard Carter</p> <p>Persuasive Letters</p>
Year 4	<p><b>Narrative: Stories set in other cultures</b></p>	<p><b>Recounts/Journalistic recounts:</b></p>	<p><b>Extended Narrative: Stories set in imaginary worlds</b></p>	<p><b>Poetry (Creating Images):</b> Children will read and respond to a variety of poems that use similes and</p>	<p><b>Narrative:5-part narrative with issues/dilemmas</b></p>	<p><b>Narrative: Stories with a historical setting</b></p>

	<p>Children read and respond to a variety of Ancient Greek themed stories. They will analyse the features of these stories to then create their own.</p> <p><b>Information Texts</b></p> <p><b>TFW Unit linked to Ancients Greeks</b></p> <p><i>Perseus &amp; Medusa</i></p> <p><i>History Texts</i></p>	<p>Children will extend their knowledge of basic recounts to newspaper articles. They will be able to be create newspaper articles based on interesting events.</p> <p><b>Play Scripts:</b> Children will develop their understand of play scripts and will use this knowledge to write their own. They will develop this understanding through their Christmas Nativity performance</p> <p><i>The Wooden Horse</i></p> <p><i>Class Nativity Play</i></p>	<p>Based on the novel ‘The Lion, The Witch and the Wardrobe’ by C.S. Lewis.</p> <p>Extended narrative writing skills: story openings</p> <p>descriptive settings</p> <p>characterisations</p> <p>Structure/Paragraphing</p> <p>Punctuation for dramatic effect</p> <p><i>The Lion The Witch &amp; The Wardrobe</i></p>	<p>metaphors to create images. Children will create poems based on the Romans using similes and metaphors.</p> <p><b>Explanation texts</b></p> <p>Children will read and respond to a range of explanation texts.</p> <p>They will become familiar with the appropriate features of this type of text and use these features to create an explanation text on earthquakes.</p> <p><i>Range of Poems</i></p> <p><i>Range of Explanations – own texts</i></p>	<p>Stories with issues/dilemmas: Children will work on their ability to write narrative stories focusing on the dilemmas and resolutions involved in story telling.</p> <p>They will base their work on issues raised in the story ‘Amazing Grace’, the short movie ‘Dangle’ and Charlotte's Web.</p> <p><b>Persuasive Writing: Speeches</b></p> <p>Children will read and respond to a variety of persuasive texts. They will learn about the language features of persuasive texts. They will use this knowledge to write persuasive texts in the style of famous American speeches such as Martin Luther King.</p> <p><i>Charlotte’s Web</i></p>	<p>As part of our U.S.A. topic children will study the novel ‘Little House on the Prairie’. This will provide children with an insight into historical America. They will use the features of this text to write their own story set in American history.</p> <p><b>Poetry: Exploring Form</b></p> <p>Children will study and replicate different styles of poetry including haiku, limerick.</p> <p><i>Darwin’s Dragons (science link)</i></p> <p><i>Range of Poetry</i></p> <p><i>Little House on The Prairie</i></p>
	<p><b>Year 5</b></p> <p><b>Extended Narrative</b></p> <p>Children read the Usbourne Young Reader’s version of Beowulf alongside the Michael Morpurgo version to focus on high-quality vocabulary.</p> <p>They will write their own ‘missing chapter’ of Beowulf after analysing features and themes within the text.</p> <p><b>Writing and delivering a speech</b></p> <p>Linked with class novel – Wonder</p> <p>Children will use emotive language and oracy skills to write their own speech and deliver these in class.</p> <p><i>Beowulf (Usbourne Young Readers)</i></p> <p><i>Beowulf (Michael Morpurgo)</i></p> <p><i>Wonder</i></p>	<p><b>Journalistic Writing – Newspaper reports</b></p> <p>The children will focus on cohesion, chronology, perspective and creating a picture to write their own newspaper report based on the sci-fi book Below Zero.</p> <p><b>Narrative – suspense story</b></p> <p>Children will write their own short suspense stories.</p> <p><i>Below Zero – Dan Smith</i></p> <p><i>Newspaper articles</i></p>	<p><b>Narrative Poetry</b></p> <p>The children will write their own narrative poetry based on the Highwayman.</p> <p><b>Performance poetry</b></p> <p><b>Non-chronological reports</b></p> <p>The children will write their own non-chronological report based on their knowledge of the Vikings from their history work.</p> <p><i>The Highwayman</i></p>	<p><b>Extended Narrative</b></p> <p>The children will focus on character development, setting, plot, twists, writing for effect based on The Giant’s Necklace.</p> <p><i>The Giant’s Necklace</i></p>	<p><b>Persuasive writing</b></p> <p>Children will write their own persuasive letters about renewable energy, linked with their work on renewable vs non-renewable energy in Geography.</p> <p><b>Narratives with Flashback</b></p> <p>Children will use the video of The Piano, alongside a written version, to write their own flashback stories. They will focus on language choices and use of tenses.</p> <p><i>The Piano</i></p>	<p><b>Narrative: Adventure stories</b></p> <p>The children will study the novel ‘The Explorer’ and write their own adventure stories.</p> <p><b>Non-fiction writing</b></p> <p>Children will write letters as characters from The Explorer and will write non-chronological report based on the Rainforest.</p> <p><i>The Explorer</i></p>
<b>Year 6</b>	<b>Biography</b>	<b>Poetry</b>	<b>Explanation</b>	<b>Respond &amp; Write</b>	<b>Cross Genre Boy At The Back of The Class</b>	

	<p>Read biographies of inspirational people (linked to wider curriculum areas)</p> <p>Mary Anning</p> <p>Florence Nightingale</p> <p>Kensuke’s Biography</p> <p><b>Persuasive Writing</b></p> <p><b>Balanced Argument:</b> Travelling around World</p> <p><b>Persuasive argument</b> character response Gran/Grandad</p> <p>Issues relating to Geog: rainforest deforestation/palm oil</p> <p><b>Letters/Pamphlets</b></p> <p>Free choice from stimulus</p> <p><b>Kensuke’s Kingdom</b></p>	<p>Appraisal and writing on the theme of Peace</p> <p><b>Extended Historical Narrative &amp; Quest</b></p> <p><b>Story of Folkloric Tradition</b></p> <p><b>Rainplayer</b></p> <p>Free choice from stimulus</p>	<p>Crafting explanations based on Petterson’s inventions, Traditional rainforest manufacturing – Gum/Rubber</p> <p>Free choice from stimulus</p> <p><b>Petterson’s Inventions</b></p> <p><b>Once</b></p>	<p>Character Descriptions – using evidence from text</p> <p>Writing from different perspectives – Narrative voice</p> <p>Tall stories</p> <p>Short Story using Once – built from a sentence (5-part narrative)</p> <p>Authorial devices for tension/suspense</p> <p>Email the author (formal)</p> <p>Recommend to a friend (informal)</p> <p>Script a movie trailer</p> <p>Playscripts</p> <p>Free choice from stimulus</p> <p><b>Once</b></p>	<p>Short Story using Boy at BOTC – built from a sentence (5-part narrative)</p> <p>Authorial devices for tension/suspense</p> <p>Email the author (formal)</p> <p>Recommend to a friend (informal)</p> <p>Script a movie trailer</p> <p>Playscripts</p> <p>Free choice from stimulus</p> <p><b>Non-Chronological Reports</b> - linked to geography Persuasive/Balanced Arguments</p> <p><b>Journalistic Writing</b> Linked to aspects of story – injustice</p> <p><b>Playscripts</b> End of the Show</p> <p><b>The Boy At The Back of The Class</b></p>
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