
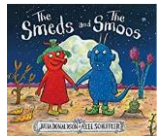
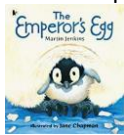
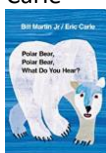


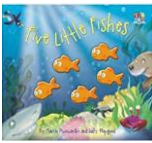
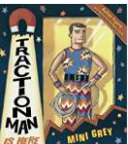


English Overview

WILLOW CLASS RECEPTION and YEAR ONE	Autumn Term	Spring Term	Summer Term
<p>Additional texts to share during the year:</p> <p>Nursery rhymes to learn by heart:</p> <ul style="list-style-type: none"> *Incey Wincey Spider *Baa Baa Black Sheep *Twinkle, Twinkle Little Star *Teddy Bear's Picnic *Mary, Mary Quite Contrary *The Grand Old Duke of York <p>Plus additional books to share during DEAR time (as voted for by pupils or introduced/chosen by the class teacher)</p>	<p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> *Retell a familiar story *Write labels and captions <p>Core texts:</p> <ul style="list-style-type: none"> *'Mega Magic Hair Swap' by Rochelle Humes  <ul style="list-style-type: none"> *'The Smeds and the Smoods' by Julia Donaldson  <p><u>Additional texts:</u></p> <ul style="list-style-type: none"> *'Harry and the Dinosaurs go to School' by Ian Whybrow *'Funny Bones' by Allan and Janet Ahlberg *'Leaf Man' by Patricia J. Miranda <p>*****</p> <p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> *Order the events in a familiar story *Write a simple letter for a given purpose *Learn and recite a known poem with actions <p>Core texts:</p> <ul style="list-style-type: none"> *'Owl Babies' by Martin Waddell 	<p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> *Write some sequenced sentences based on given pictures *Create a new character for a story <p>Core texts:</p> <ul style="list-style-type: none"> * 'The Emperor's Egg' by Martin Jenkins  <ul style="list-style-type: none"> *'Polar Bear, Polar Bear What do you Hear?' by Eric Carle  <p><u>Additional texts:</u></p> <ul style="list-style-type: none"> *'The Bear Who Went Bool' by David Walliams <p>*****</p> <p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> * Write a simple description of a character *Create a basic information page <p>Core texts:</p> <ul style="list-style-type: none"> *'The Woolly Bear Caterpillar' by Julia Donaldson 	<p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> * Describe a familiar character using a sequence of sentences. <p>Core texts:</p> <ul style="list-style-type: none"> *'Goldilocks and the Three Bears' retold by various authors  <ul style="list-style-type: none"> *'The Enormous Turnip' retold by various authors  <p><u>Additional texts:</u></p> <ul style="list-style-type: none"> * 'The Gingerbread Man' retold by various authors *'The Three Little Pigs' retold by various authors <p>*****</p> <p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> *Perform a known poem in parts with appropriate actions and accompaniment *Retell a known story using a sequence of simple sentences <p>Core texts:</p> <ul style="list-style-type: none"> *'The Lighthouse Keeper's Lunch' by Ronda Armitage

	 <p>*'Jesus' Christmas Party' by Nicholas Allan</p>  <p>*'Twas The Night Before Christmas' by Clement C. Moore</p>  <p><u>Additional texts:</u></p> <ul style="list-style-type: none"> *Dipwal's Diwali' (Twinkl eBook) *'Can't you sleep little Bear ?' by Martin Waddell *'Sparks in the Sky' (Twinkl eBook) *'A Festive Feast' (Twinkl eBook) 	 <p>*'The Easter Story' by Brian Wild Smith</p>  <p><u>Additional texts:</u></p> <ul style="list-style-type: none"> *'The Tiny Seed' by Eric Carle *'Mad About Minibeasts' by Giles Andreae 	 <p>*'Five Little Fishes' by Sally Hopgood</p>  <p><u>Additional texts:</u></p> <ul style="list-style-type: none"> *'Rainbow Fish' by Marcus Pfister *'Somebody Swallowed Stanley' by Sarah Roberts *'What the Ladybird Heard at the Seaside' by Julia Donaldson *'Sharing a Shell' by Julia Donaldson
OAK CLASS YEAR ONE and TWO	Autumn Term	Spring Term	Summer Term
	<p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> *Retell a familiar story *Order the events in a familiar story *Write labels and captions for pictures <p>Y2 Core writing outcomes:</p> <ul style="list-style-type: none"> *Write a sequence of sentences to retell a familiar story *Write a sequence of sentences to describe a familiar character *Plan and write an information page including basic organisational devices <p>Core texts:</p> <ul style="list-style-type: none"> *'Woolf' by Alex Latimer 	<p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> *Write a description of a character in a familiar story *Create a new character for a story and present as a labelled diagram *Write a simple list poem <p>Y2 Core writing outcomes:</p> <ul style="list-style-type: none"> *Write a short story with a simple structure *Create a fact file for a new character * Write a list poem based on a familiar person <p>Core texts:</p> <ul style="list-style-type: none"> *'Traction Man' by Mini Grey 	<p>Y1 Core writing outcomes:</p> <ul style="list-style-type: none"> *Describe a familiar character using a sequence of sentences *Create a simple 'Wanted' poster for a character using descriptive language <p>Y2 Core writing outcomes:</p> <ul style="list-style-type: none"> *Write a persuasive letter in the persona of a given character *Write a story in a particular style *Create a 'Wanted' poster for a character using a variety of grammatical features and organisational devices <p>Core texts:</p> <ul style="list-style-type: none"> *'Jack and the Baked Beanstalk' by Colin Stimpson

Additional texts to share during the year:

Nursery rhymes to learn by heart:

- *Incey Wincey Spider
- *Baa Baa Black Sheep
- *Twinkle, Twinkle Little Star
- *Teddy Bear's Picnic

*Mary, Mary Quite Contrary
*The Grand Old Duke of York

Plus additional books to share during DEAR time (as voted for by pupils or introduced/chosen by the class teacher)



*'The Most Important Animal of All' by the British Ecological Society



Additional texts:

*'The World's Ridiculous Animals' by Philip Bunting

Y1 Core writing outcomes:

- *Write simple sentences with capital letters and full stops (based on a given topic or stimulus)
- *Write a sequence of sentences about a real event
- *Write a simple letter for a given purpose
- *Learn and recite a known poem with actions

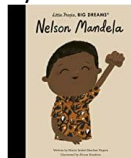
Y2 Core writing outcomes:

- *Write a recount of a real event (cross curricular link)
- *Write a simple biography (including factual information and basic organisational devices) about a known person

'Superheroes Don't Get Scared' by Kate Thompson



*'Little People, Big Dreams' series: Nelson Mandela by Maria Isabel Sanchez Vegara



Additional texts:

- *'Traction Man meets Turbo Dog' by Mini Grey
- *'Traction Man and the Sea Odyssey' by Mini Grey

Y1 Core writing outcomes:

- *Write a basic postcard in the persona of a given character
- *Write some sequenced sentences based on given pictures

Y2 Core writing outcomes:

- *Write several short first person narratives in a sequence (postcard or diary account)
- *Write a recount based on events in a story

Core texts:

*'The Great Explorer' by Chris Judge



*'Coming to England' by Floella Benjamin



*'There Is No Dragon in This Story' by Lou Carter



*'The Three Little Wolves and the Big Bad Pig' by Eugene Trivizas



Additional texts:

*'The Princess and the Pig' by Jonathan Emmett

Y1 Core units of writing:

- *Perform a known poem in parts with appropriate actions and accompaniment
- * Retell a known story using a sequence of simple sentences

Y2 Core writing outcomes:

- *Perform a known poem in parts with appropriate actions and accompaniment
- *Create a simple information book using basic organisational devices to present and organise writing

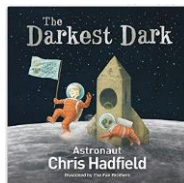
Core texts:

*'If You Were a Kid Aboard the Titanic' by John Gregory

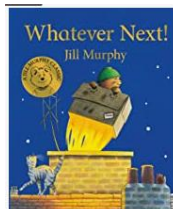
- *Write a letter for a given purpose featuring simple organisational devices
- *Learn and recite a known poem with actions

Core texts:

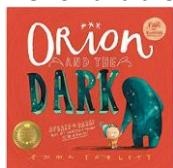
- *'The Darkest Dark' by Chris Hadfield



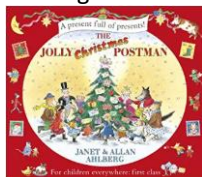
- *'Whatever Next' by Jill Murphy



- *'Orion and the Dark' Emma Yarlett



- *'The Jolly Postman's Christmas Letters' by Allan Ahlberg



Additional texts:

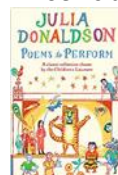
- *'Neil Armstrong – Little People, Big Dreams Series'
- *'Everything Space' – National Geographic



- *'Meerkat Mail' by Emily Gravett



- *'Poems to Perform' by Julia Donaldson



Additional texts:

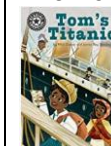
- *'A First Poetry Book' by Pie Corbett and Gaby Morgan



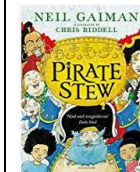
- *'Tragedy at Sea' by David Long



- *'Tom's Titanic' by Jenny Links

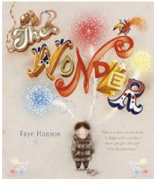

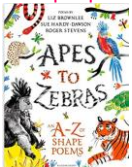
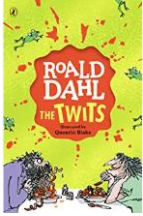
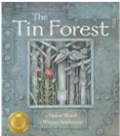

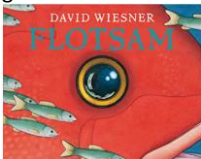
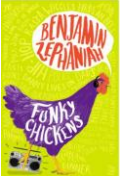

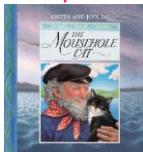



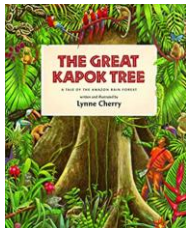
- *'Pirate Stew' by Neil Gaiman (rhyming story)


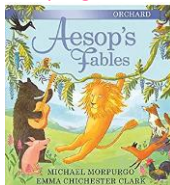



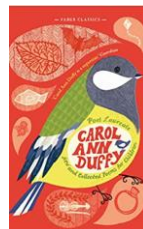



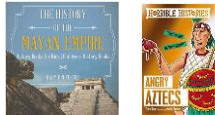

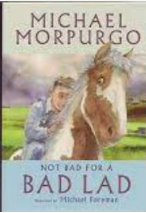

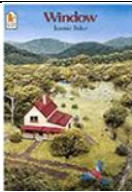
Additional texts:

- *'Titanic' by Melissa Stewart
- *'The Story of the Titanic for Children'

	Autumn Term	Spring Term	Summer Term
<p>YEAR THREE</p> <p>Additional texts to share during the year:</p> <p>Classic poems:</p> <ul style="list-style-type: none"> *A selection of Revolting Rhymes by Roald Dahl <p>Traditional tale/classic story to study:</p> <ul style="list-style-type: none"> *Black Beauty *Alternative versions of well-known fairy tales /traditional tales 	<p>CORE UNITS of writing and supporting texts:</p> <p>*DIARY ACCOUNT of a personal reflection by the main character based on 'The Wonder' by Faye Hanson</p>  <p>*EXPLANATION step-by-step guide using formal language to explain a process based on 'How to Look After Your Human' by Kim Sears</p>  <p>*POETRY read, analyse and write a detailed shape poem about an animal based on 'Apes to Zebras' by multiple poets</p>  <p>*NARRATIVE write an additional chapter in the style of a given story based on 'The Twits' by Roald Dahl</p>  <p>Additional writing units and texts:</p>	<p>CORE UNITS of writing and supporting texts:</p> <p>*NARRATIVE - SETTING DESCRIPTIONS two contrasting setting descriptions focussed at two specific points of the story based on 'The Tin Forest' by Helen Ward</p>  <p>*NON CHRONOLOGICAL REPORT use basic organisational devices to create an information page about a specific place. The pages will contribute to a 'class encyclopaedia' based on 'This is Our World' by Tracey Turner</p>  <p>*NEWSPAPER REPORT write a report about a key event in a story, including the use of basic key features of the genre based on 'Flotsam' by David Wiesner</p>  <p>*PERFORMANCE POETRY learning a well-known poem and performing it to an audience) based on a range of poems by Benjamin Zephaniah</p>  <p>Additional writing units and texts:</p>	<p>CORE UNITS of writing and supporting texts:</p> <p>*NARRATIVE - CHARACTER PROFILE creation of a new character for the story. After the initial character profile is created, write an additional chapter for the book introducing the new character based on 'The Girl Who Stole the Elephant' by Nizrana Farook</p>  <p>*WIKIPEDIA PAGE / TOURIST PAGE advertising and sharing information about what Weston has to offer based on a range of different resources photos/maps/leaflets/historical information</p> <p>*POETRY - NARRATIVE write a narrative poem based on the story line of a known story based on 'The Mousehole Cat' by Antonia Barber</p>  <p>*NARRATIVE JOURNAL logging key events from a story from the perspective of the main character, including reference to environmental issues based on 'The Last Bear' by Hannah Gold</p> 

	<p>*PERSUASIVE LEAFLET to persuade people to help to save the rainforest) based on 'The Great Kapok Tree'</p> 	<p>*RECOUNT of an educational visit to Hanley Museum for the 'Roman Experience' (or an alternative visit) based on actual experience of the visit / leaflets from the visit</p>	<p>Additional writing units and texts:</p> <p>Formal Letter write a persuasive letter to Carol Anne Duffy asking her to come and visit. Explain that you want to share all of the work that you have completed based on her books based on research about Carol Ann Duffy – books, online information</p>
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<h1>YEAR FOUR</h1> <p>Additional texts to share during the year:</p> <p>Classic poems:</p> <ul style="list-style-type: none"> *The Magic Box *What Are Heavy? By Christina Rossetti *Please Mrs Butler by Allan Ahlberg <p>Traditional tale/classic story to study:</p> <ul style="list-style-type: none"> *Pocahontas *Hunchback of Notre Dame *Mulan *Hercules 	Autumn Term	Spring Term	Summer Term
	<p>CORE UNITS of writing and supporting texts:</p> <p>*NARRATIVE - SETTING DESCRIPTION of the main setting in the story including similes and metaphors based on 'Leon and the Place Between' by Grahame Baker-Smith</p> <p>*PERSUASIVE ADVERT write an advert responding to a key event in the text (persuading people to buy tickets for the show) based on 'Leon and the Place Between' by Grahame Baker-Smith</p>  <p>*NARRATIVE - FABLE write an individual fable with new characters and events whilst following a given format based on 'Aesop's Fables' abridged by Michael Morpurgo</p>  <p>*POETRY - SYLLABIC POEMS appraise, write and share a range of different poetry types based on a range of haiku / tanka / cinquain nature poems written by different poets</p>	<p>CORE UNITS of writing and supporting texts:</p> <p>*NARRATIVE - CHARACTER DESCRIPTION write a detailed description of a given or new character focussing on multi-clause sentences and including a range of punctuation based on 'Beowulf' by Michael Morpurgo</p>  <p>*POETRY appraise, write and compare kenning and haiku poems about a specific theme/s based on a selection of different poems about a beast</p>  <p>*PERSUASIVE SPEECH write and present a speech explaining a specific way in which one person's actions can make a huge environmental difference based on 'One Plastic Bag' by Isatou Ceesay</p>	<p>CORE UNITS of writing and supporting texts:</p> <p>*NARRATIVE write an additional chapter for a known narrative based on 'Asha and the Spirit Bird' by Jasbinder Bilan</p>  <p>*POET STUDY OF CAROL ANN DUFFY complete a series of specifically designed tasks to research the poet, experience her work and experiment in her style (poet originally from Stafford who was poet laureate.) based on a collection of Carol Ann Duffy poems</p>  <p>*DEBATE prepare and take part in a debate based on a proposed development in a given area (pupils will take on different roles and prepare then present their argument/point of view during the debate) based on 'The Window' by Jeannie Baker</p>

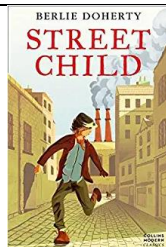
	 <p><u>Additional writing units and texts:</u></p> <p>*INSTRUCTIONS write a full set of instructions explaining how to perform a magic trick based on 'Leon and the Place Between' by Grahame Baker-Smith</p> <p>*INFORMATION PAGE using organisational devices to structure and write a 'horrible histories' style page on an aspect of Mayan life) based on 'Horrible Histories' by Terry Deory</p> 	 <p>*INFORMATION PAGE/GUIDE write an informative information page that provides the reader with a guide for how to complete a specific task (how to look after a horse) based on 'Not a Bad Lad' by Michael Morpurgo</p>  <p><u>Additional writing units and texts:</u></p> <p>*RECOUNT write a scientific journal in the persona of a biologist who has discovered a new species of animal based on 'Fantastic Beasts' by J.K Rowling</p> 	 <p>*FORMAL LETTER write a letter from a specific point of view (following on from the formal debate) based on 'The Window' by Jeannie Baker</p> <p><u>Additional writing units and texts:</u></p> <p>*RECOUNT write a series of diary accounts/journal entries detailing the main character's journey focussing on her experiences and feelings based on 'Asha and the Spirit Bird' by Jasbinder Bilan</p>
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	Autumn Term	Spring Term	Summer Term
<p>YEAR FIVE</p> <p>Additional texts to share during the year: Classic poems:</p>	<p><u>CORE UNITS of writing and supporting texts:</u></p> <p>*PERSUASIVE LETTER written in a formal style to explore a specific issue raised within the text (letter to the Government citing why the law should be changed regarding children working/conditions) based on 'Street Child' by Berlie Doherty</p>	<p><u>CORE UNITS of writing and supporting texts:</u></p> <p>*NARRATIVE – DIFFERENT PERSPECTIVE write part of a known story from a different perspective (either character, narration style or time) based on 'Out of this World' by Ali Sparks</p>	<p><u>CORE UNITS of writing and supporting texts:</u></p> <p>NARRATIVE – FREE CHOICE pupils to have free choice regarding a narrative outcome based on the story (e.g. writing an alternative ending, introducing a new character or setting, diary entry for one of the characters, writing an event from a different perspective) based on 'The Explorer' by Katherine Rundell</p>

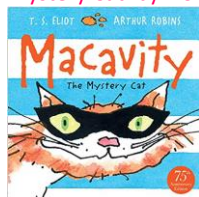
*'The Highway Man'
 *'Macavity'
 *'The Tyger' by William Blake

Traditional tale/classic story to study:

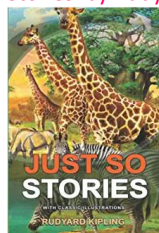
*Tales of Robin Hood
 * Huckleberry Finn



***POETRY - NARRATIVE** study, analyse and perform in parts a narrative poem based on 'Macavity – the Mystery Cat' by T.S. Eliot



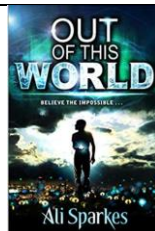
***NARRATIVE - SHORT STORY** write a short story with a given focus in a specific style (explaining why/how an animal got a certain feature) based on the 'Just So Stories' by Rudyard Kipling



***FORMAL PRESENTATION** research, write and give a presentation to the whole class (the content of which is focussed on a specific habitat) based on cross-curricular science links and a range of non-fiction books/online resources

Additional writing units and texts:

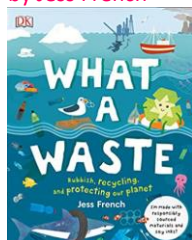
***DIARY ACCOUNT** (single or series of diary entries from the perspective of a character) based on 'Street Child' by Berlie Doherty



***REPORT** write a formal report based on a specific subject (about a new planet that has been discovered, written from the point-of-view of an astronaut) based on a range of space-themed non-fiction books



***INFORMATION LEAFLET** create a detailed leaflet, featuring a range of organisational devices, explaining a given topic (why recycling is important and what we can do to help to save our planet) based on 'What a Waste' by Jess French



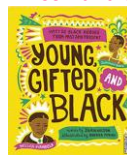
***PERFORMANCE POETRY** analysing and exploring imagery and the use of literary techniques within poems. Use these features to write and perform a poem in the same style based on a bank of poems around specific given themes

Additional writing units and texts:

***FORMAL PERSUASION** write a detailed CV in a particular style (about a person with super powers) based on 'Out of this World' by Ali Sparkes



***NEWSPAPER REPORT** complete research about a famous black person and write a newspaper report about his/her achievements using a range of organisational devices and key features in keeping with the genre based on 'Young, Gifted and Black' by Jamia Wilson and using 'First News' newspapers



***NARRATIVE – ADDITIONAL CHAPTERS** write the next part of the story (at a significant point during the story and/or at the end of the story as an additional chapter/alternative ending) based on 'The Boy at the Back of the Class' by Onjali Q. Rauf



***POETRY - RHYMING** study different examples and write a detailed and descriptive poem with a distinctive rhyme pattern (a poem about an extinct animal describing how he/she used to live and what happened to him – perform to the class) based on 'The Way of the Dodo' 2016 SAT paper – create a 'found poem' as a stimulus

Additional writing units and texts:

***CLASS DEBATE** focussed on a specific issue (the issue of migration within our country – What are the differing views on this subject ? What are the human consequences ?) based on 'The Boy at the Back of the Class' by Onjali Q. Rauf

YEAR SIX

Additional texts to share during the year:

Classic poems:

- *'The Spider and the Fly
- *'From a Railway Carriage' by Robert Louis Stevenson
- *Dulce et Docurum Est' by Wilfred Owen

Traditional tale/classic story to study:

- *King Arthur and the Knights of the Round Table
- *The Trojan Horse
- *Frankenstein

Autumn Term

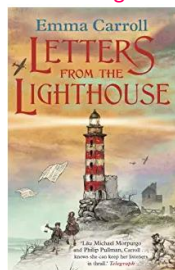
CORE UNITS of writing and supporting texts:

***NARRATIVE - SHORT STORY** writing a story in a specific style, including a range of stipulated grammatical features based on a selection of the 'Mr Men / Little Miss' stories by Roger Hargreaves

MR. GRUMPY



***RECOUNT** letter and diary account written from different characters' perspectives based on 'Letters from the Lighthouse' by Emma Carroll



***INFORMAL LETTER WRITING** children adopt a persona and reply to the Santa letters written by Reception/Key Stage 1 based on letters written by Reception/Key Stage One children and 'Letters from Father Christmas' by J.R.R Tolkien

Spring Term

CORE UNITS of writing and supporting texts:

***NARRATIVE – ADDITIONAL CHAPTER** write an additional chapter for a story based on 'The Nowhere Emporium' by Ross McKenzie



***PERSUASIVE LEAFLET** utilising a range of organisational devices, create an informative and persuasive leaflet about a setting within the text based on 'The Nowhere Emporium' by Ross McKenzie

***NARRATIVE – SHORT STORY** write an additional story to add to a compilation around a specific theme based on 'Happy Here' by multiple authors



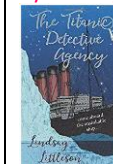
***POETRY - NARRATIVE** analysis and comprehension tasks about the poem, along with short empathetic writing outcomes focussed around characterisation based on 'The Spider and the Fly' by Mary Howitt



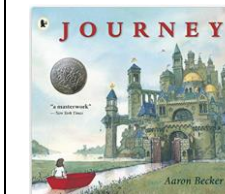
Summer Term

CORE UNITS of writing and supporting texts:

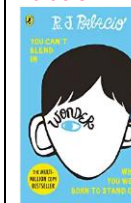
***CHRONOLOGICAL REPORT** detailing the key events of a historic event, including analysis of why the events took place as they did based on 'The Titanic Detective Agency' by Lindsey Littleton



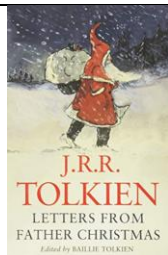
***TIMED ASSESSMENT PIECES** a 30 minute piece and a 60 minute piece to be completed under exam conditions (Narrative and Non Narrative). Initial draft to then be reviewed and edited before a final draft is completed. based on 'Journey' by Aaron Becker



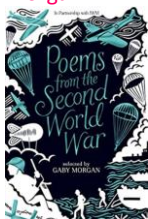
***RECOUNT** write a first-person recount about how it feels to live with a disability based on 'Wonder' by R.J. Palacio



Poetry (writing a narrative poem to capture the key points of a plot from a famous set of stories) based on Shakespeare's Plays



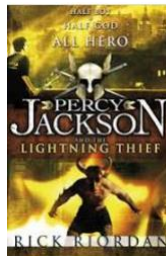
***POETRY** reading, analysing and presenting views about a collection of war poetry. Pupils will then write their own poem in the style of one of the poems based on a collection of war poems selected by Gabby Morgan



Additional writing units and texts:

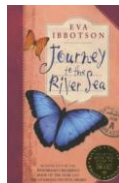
***NEWSPAPER REPORT** about a key event within a narrative (when the plane crashes before the lighthouse) based on 'Letters from the Lighthouse' by Emma Carroll

CONTRASTING CHARACTER response to job advert based on extracts from the 'Percy Jackson series' by Rick Riordan

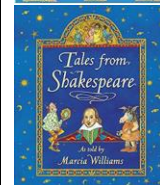
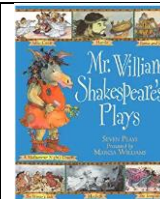


Additional writing units and texts:

Non chronological report write a report structured with a range of organisational devices, about the Amazon Rainforest) based on 'Journey to the River Sea' by Eva Ibbotson



A range of information books about the Ancient Greek Civilisation (to support the Percy Jackson unit)



Additional writing units and texts:

Biography (research a famous person – using a range of organisational devices, the children will write a biography about this person. The choice will be based on a person who inspires them) based on 'The Extraordinary Life of...' series

