



English Curriculum Overview

Year 1

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| Narrative | | | | |
| Stories with familiar settings and events | Stories with repetitive phrases/ narrative language | Stories with a dilemma | Traditional tales/ fairy tales | |
| Non-fiction | | | | |
| Labels, lists and captions Write labels and sentences – could be linked to other subject areas. | Explanations Draw pictures illustrating a simple process and write a series of sentences to explain a simple process e.g. life cycle of a frog. | Reports/ Information Texts Write a simple non-chronological report by writing sentences to describe aspects of the subject. | Instructions Following practical experience, write up instructions. | Recounts Write simple 1 st person recounts based on personal experience, using adverbs of time for sequencing |
| Poetry see Poetry Curriculum | | | | |
| Acrostics | Calligrams/Shape poems | Riddles | Take One Poet: Julia Donaldson | |



English Curriculum Overview

Year 2

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| Narrative | | | |
| Stories with familiar settings and events | Stories with repetitive phrases/ narrative language | Stories with a dilemma | Traditional tales/ fairy tales |
| Non-fiction | | | |
| Explanations Produce a simple flow chart or cyclical diagram and write a series of sentences, clearly sequenced, to explain the flow chart. | Recounts Write first person recounts re-telling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and person. | Reports Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. | Instructions Write fiction-based instructions (i.e. 'how to trap an ogre') including diagrams. |
| Poetry see Poetry Curriculum | | | |
| Diamantes | Haikus | Free Verse | Take One Poet: Roger McGough |



English Curriculum Overview

Year 3

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|---|---|---|--|--|---|
| Narrative | | | | | |
| Stories with a dilemma | Traditional tales and fairy tales | Myths, legends and fables | Adventure | Fantasy | Play scripts Writing and performing a play based on a familiar story |
| Non-fiction | | | | | |
| Recount Write a news report of an unfolding event to engage the reader. | Instructions Write clear written instructions using simple devices to aid the reader e.g. directions for a treasure hunt. | Explanations Create diagrams such as flow charts. Write a series of extended sentences to explain a process, ensuring relevant details are included and grouped together. | Non-chronological reports/ information texts Demonstrate note taking techniques and organise the information. Based on notes from several sources, write a report using organisational devices to aid conciseness, such as headings. | Persuasion Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader. | |
| Poetry see Poetry Curriculum | | | | | |
| Clerihews | Limericks | Free Verse | | Take One Poet: Michael Rosen | |



English Curriculum Overview

Year 4

| Narrative | | | | | |
|---|--|--|--|---|---|
| Stories with a dilemma | Traditional tales and fairy tales | Myths, legends and fables | Adventure | Fantasy | Play scripts Writing and performing a play based on a familiar story |
| Non-fiction | | | | | |
| Reports/ information texts Write a report based on notes gathered from several sources. | Recounts Write a news report of an unfolding event to engage the reader. | Instructions Write detailed instructions with clear introduction and conclusion. | Persuasion Assemble and sequence points in order to present a point of view, using graphs, images, visual aids to make the view more convincing. | Discussion Consider different sides of an argument and decide on a course of action, summarising reasons in a letter. | Explanation Create a flowchart to explain how something works, use notes to write an explanation using an impersonal style. |
| Poetry see Poetry Curriculum | | | | | |
| Kenning Poems | Tetractys | Free Verse | | Take One Poet: Maya Angelou | |



English Curriculum Overview

Year 5

| Narrative | | | | | | |
|---|--|--|--|---|--|--|
| Stories with a dilemma | Traditional tales and fairy tales | Myths, legends and fables | Adventure | Fantasy | Suspense and Mystery | Play scripts Writing and performing a play based on a familiar story |
| Non-fiction | | | | | | |
| Recount Compose a biographical account based on research. | Explanation Using reading as a source, write an explanation text focusing on clarity, conciseness and impersonal style. Maybe links to Geography/ Science. | Persuasion Write extended persuasive texts for real purposes, presenting a clear point of view, commenting on emotive issues. Show an understanding of how persuasive writing can be adapted for different audiences and purposes e.g. A protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience. | Instructions Write detailed instructions with clear introduction and conclusion. Interweave the use of diagrams and illustrations. | Report Write a report, in the form of an information leaflet, in which two or more subjects are compared. | Discussion Write up a balanced discussion presenting two sides of an argument, following a debate. | |
| Poetry see Poetry Curriculum | | | | | | |



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| Haikus | Rengas | Senryus | Free Verse | Take One Poet: John Lyons |
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English Curriculum Overview

Year 6

| Narrative | | | | | | | |
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| Stories with a dilemma | Traditional tales and fairy tales | Myths, legends and fables | Adventure | Fantasy | Suspense and Mystery | Historical Fiction | Play scripts Writing and performing a play based on a familiar story |
| Non-fiction | | | | | | | |
| Recount Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. | Explanation Links to Science– reporting and presenting findings from enquiries including conclusions, causal relationships and explanations of and degree of trust in results. Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle). | Persuasion Construct effective persuasive arguments to persuade others of a point of view. Use persuasive language techniques to deliberately influence the listener/reader and develop a point logically and effectively. Anticipate possible objections and harness the known views, interests and feelings of the audience | Reports/ information texts Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. | Discussion A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints. Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact. Choose the appropriate style and form to suit a specific purpose and audience. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence. | | | |
| Poetry see Poetry Curriculum | | | | | | | |



English Curriculum Overview

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| Ottava Rima | Iambic Pentameter | Free Verse | Take One Poet: John Agard |
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