

English Curriculum Overview 25-26

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Rhymes and Poems plus Playtime rhymes by Sally Gardner</p> <ul style="list-style-type: none"> • Old MacDonald • Chick, chick, chicken • Mary Had A Little Lamb • Farmers In The Den • Little Boy Blue 	<p>Rhymes and Poems plus Monkey and Me by Emily Gravett</p> <ul style="list-style-type: none"> • I am the baker man • Pat-a-cake, pat-a-cake • Twinkle, twinkle little star • I'm a little teapot • 5 little speckled frogs 	<p>Rhymes and Poems plus Aliens Love Underpants by C.Freedman and B.Cort</p> <ul style="list-style-type: none"> • The bear went over the mountain • We're marching in our wellingtons • Five little bears jumping on the bed • Incey wincey spider 	<p>Rhymes and Poems plus The Walker Book of First Rhymes</p> <ul style="list-style-type: none"> • This little piggy went to market • Horsie, Horsie, don't you stop • I can sing a rainbow • 1,2,3,4,5, once I caught a fish alive... 	<p>Rhymes and Poems plus The Booktime Book of Fantastic First Poems Ed By June Crebbin</p> <ul style="list-style-type: none"> • There's a tiny caterpillar on a leaf... • Wiggly woo • Down in the jungle • Humpty dumpty • Ten green bottles 	<p>Rhymes and Poems plus A First Poetry Book by P.Corbett and G.Morgan</p> <ul style="list-style-type: none"> • When Goldilocks went to the house of bears... • Little Miss Muffet • Little Bo Peep • The Magic Porridge Pot • The sun has got his hat on
<p>Story Imitation/innovation:</p> <p>The Little Red Hen</p>	<p>Story Imitation/innovation:</p> <p>The Gingerbread Man</p>	<p>Story Imitation/innovation:</p> <p>We're Going on a Bear Hunt</p>	<p>Story Imitation/innovation:</p> <p>The Three Little Pigs</p>	<p>Story Imitation/innovation:</p> <p>The Very Hungry Caterpillar</p>	<p>Story Imitation/innovation:</p> <p>Goldilocks and the Three Bears</p>
<p>Non-Fiction</p> <p>Fact file – all about me</p>	<p>Non-Fiction</p> <p>Recounts – making gingerbread (buying gingerbread from shop)</p>	<p>Non-Fiction</p> <p>Bear – wanted posters</p>	<p>Non-Fiction</p> <p>Recount</p>	<p>Non-Fiction</p> <p>Instructions – looking after a caterpillar</p>	<p>Non-Fiction</p> <p>Information</p>
<p>Story Invention</p> <p>Weekly group golden story (stand-alone)</p>	<p>Story Invention</p> <p>Weekly group golden story</p>	<p>Story Invention</p> <p>Weekly group golden story</p>	<p>Story Invention</p> <p>Golden stories from individuals</p>	<p>Story Invention</p> <p>Golden stories from individuals</p>	<p>Story Invention</p> <p>Golden stories from individuals</p>

Year 1

Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2		
Poetry - Performance				Poetry - Performance			Poetry - Performance			
Nuts and bolts	Fiction	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	
Skills - Lots of opportunities for simple sentence building using basic skills Start class stories. Build enthusiasm and engagement as writers. Letter formation Handwriting Using and applying phonics Finger spaces	<p>Model Text The Three Billy Goats Gruff</p> <p>Text Type Beat the monster</p> <p>Toolkit Openings & Endings</p> <p>Writing outcome The Three XXX (Simple sentences)</p>	<p>Model Text Nobot the Robot</p> <p>Text Type Losing Tale</p> <p>Toolkit Character</p> <p>Writing outcome NoXX the Robot</p>	<p>Model Text Robots information text</p> <p>Text Type Information</p> <p>Toolkit Information</p> <p>Writing outcome Innovated robots information text</p>	<p>Model Text Little Red Riding Hood</p> <p>Text Type Warning story</p> <p>Toolkit Setting</p> <p>Writing outcome Simple innovation of LRRH</p> <p>Independent writing outcome Simple innovation of another known traditional tale</p>	<p>Model Text Tiger who came to Tea</p> <p>Text Type Fantasy Story</p> <p>Toolkit Description</p> <p>Writing outcome The XX who came to</p> <p>Independent writing outcome Story about an unusual visitor</p>	<p>Model Text Recount (choose)</p> <p>Text Type Recount</p> <p>Toolkit Recount</p> <p>Writing outcome Recount letter – OW link</p> <p>Independent writing outcome Recount letter – OW link</p>	<p>Model Text The Disgusting Sandwich (shortened)</p> <p>Text Type Finding Tale</p> <p>Toolkit Description</p> <p>Writing outcome Innovated disgusting XX</p> <p>Independent writing outcome New cumulative finding story</p>	<p>Model Text Lighthouse Keeper's Lunch</p> <p>Text Type Wishing Tale</p> <p>Toolkit Action</p> <p>Writing outcome New wishing tale e.g. beach story – sandwiches keep getting sandy</p> <p>Independent writing outcome New wishing tale</p>	<p>Model Text How to XX (Linked to Lighthouse Keeper's lunch)</p> <p>Text Type Instructions</p> <p>Toolkit Instructions</p> <p>Writing outcome How to XX</p> <p>Independent writing outcome How to xxx</p>	
Cross curricular writing Simple NF captions/ labelling/ sentences		Cross curricular writing Simple NF captions/ labelling/ sentences		Cross curricular writing Information – simple sentences - OW link			Cross curricular writing Recount – OW link		Cross curricular writing Instructions – OW link	

Year 2

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry - Performance			Poetry - Performance		Poetry - Performance	
Nuts and bolts	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Fiction
<p>Skills - Lots of opportunities for simple sentence building using basic skills</p> <p>Start class stories. Build enthusiasm and engagement as writers.</p> <p>Letter formation</p> <p>Handwriting</p> <p>Using and applying phonics</p> <p>Finger spaces</p> <p>Basic punctuation</p>	<p>Model Text Jack and the Beanstalk (E.Caulfield)</p> <p>Text Type Rags to Riches</p> <p>Toolkit Setting Description</p> <p>Writing outcome (innovation) Innovation of Jack and the Beanstalk (e.g. new character & setting at top of beanstalk)</p> <p>Independent writing outcome Independent innovation of Jack and the Beanstalk</p>	<p>Model Text Persuasive letter</p> <p>Text Type Persuasion</p> <p>Toolkit Persuasion</p> <p>Writing outcome (innovation) Persuasive letter to Father Christmas</p> <p>Independent writing outcome Own persuasive letter</p>	<p>Model Text Pigs Might Fly by Jonathan Emmett and Steve Cox (shortened version)</p> <p>Text Type Beat the monster</p> <p>Toolkit Action</p> <p>Writing outcome (innovation) New sequel to 3 Little Pigs</p> <p>Independent writing outcome Sequel to chosen traditional tale *</p>	<p>Model Text Rainbow Dragon Information text</p> <p>Text Type Information</p> <p>Toolkit Information</p> <p>Writing outcome (innovation) Rainbow animal Information text</p> <p>Independent writing outcome Information text about a made-up creature *</p>	<p>Model Text Aladdin (The Last Push – Lancashire Unit)</p> <p><i>Short burst writes</i></p>	<p>Model Text How to XX</p> <p>Text Type Instructions</p> <p>Toolkit Instructions</p> <p>Writing outcome (innovation) Own instructions – linked to OW</p> <p>Independent writing outcome Own instructions – linked to OW</p>
Cross curricular writing Instructions		Cross curricular writing Setting description	Cross curricular writing Persuasive letter – OW link		Cross curricular writing Information text – OW link	Cross curricular writing (As appropriate – link to topic)

Year 3

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry - Performance			Poetry - Performance		Poetry - Performance	
Nuts and bolts	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Start class novel.</p> <p>Build engagement and confidence as writers.</p> <p>Revise and re-visit key grammar & punctuation objectives from previous year/s through several short writes:</p> <ul style="list-style-type: none"> • Description • Characterisation • Settings • Suspense 	<p><u>Model Text</u> The Magic Bed (Emma Caulfield)</p> <p><u>Text Type</u> Fantasy</p> <p><u>Toolkit</u> Action</p> <p><u>Writing outcome (innovation)</u> New Magic Bed story</p> <p><u>Independent Outcome</u> New fantasy story</p>	<p><u>Model Text</u> Perfect Parrot for Sale (E Caulfield)</p> <p><u>Text Type</u> Persuasion</p> <p><u>Toolkit</u> Persuasion</p> <p><u>Writing outcome (innovation)</u> Delightful Dragon for Sale</p> <p><u>Independent Write</u> XXX for sale (free choice – Christmas toys?)</p>	<p><u>Model Text</u> Nail Soup by Pie Corbett</p> <p><u>Text Type</u> Journey Tale</p> <p><u>Toolkit</u> Dialogue</p> <p><u>Writing outcome (innovation)</u> XXX soup (sequel)</p> <p><u>Independent Outcome</u> New journey story</p>	<p><u>Model Text</u></p> <p><u>Text Type</u> Information</p> <p><u>Toolkit</u> information</p> <p><u>Writing outcome (innovation)</u> New information text</p> <p><u>Independent Write</u> New Information text – linked to OW topic</p>	<p><u>Model Text</u> The Door by Pie Corbett</p> <p><u>Text Type</u> Portal story</p> <p><u>Toolkit</u> Setting Characterisation</p> <p><u>Writing outcome (innovation)</u> New portal story 2nd writing outcome - characterisation</p> <p><u>Independent Outcome</u> New portal story 2nd writing outcome - characterisation</p>	<p><u>Model Text</u></p> <p><u>Text Type</u> Recount</p> <p><u>Toolkit</u> Recount</p> <p><u>Writing outcome (innovation)</u> Topic based recount</p> <p><u>Independent Write</u> Topic based recount (1st person – linked to OW)</p>
Cross curricular writing Information text – OW link		Cross curricular writing Persuasion – OW link		Cross curricular writing Dialogue	Cross curricular writing Information	Cross curricular writing Setting description – OW link

Year 4

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry - Performance			Poetry - Performance		Poetry - Performance	
Nuts and bolts	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction
<p>Start class novel.</p> <p>Build engagement and confidence as writers.</p> <p>Revise and re-visit key grammar & punctuation objectives from previous year/s through several short writes:</p> <ul style="list-style-type: none"> • Description • Characterisation • Settings • Suspense • Dialogue (Y4-6) 	<p>Model Text Mission Possible</p> <p>Text Type Quest</p> <p>Toolkit Dialogue</p> <p>Writing outcome (innovation) Sequel</p> <p>Independent Outcome New quest story</p>	<p>Model Text Should Children do Housework? by Pie Corbett (Y4 Writing Models)</p> <p>Text Type Discussion</p> <p>Toolkit Discussion</p> <p>Writing outcome (innovation) Should children have mobile phones? Independent Outcome Choose: Should there be zoos? Should there be homework? Should children be allowed to play Xbox?</p>	<p>Model Text Zelda Claw and The Rain Cat (Blue Pie Corbett Book p112).</p> <p>Text Type Fear story</p> <p>Toolkit Suspense</p> <p>Writing outcome (innovation) New threat for Zelda .e.g. a dog and change weather conditions.</p> <p>Independent Writing Own animal threat story</p>	<p>Model Text Spy Pen</p> <p>Text Type Explanation</p> <p>Toolkit Explanation</p> <p>Writing outcome (innovation) Own practical gadget to fix a problem (Doesn't need to be linked to spies)</p> <p>Independent Outcome Own spy related gadget</p>	<p>Model Text The Magician's Shop by Pie Corbett(Y4 Writing Models p42)</p> <p>Text Type Fantasy</p> <p>Toolkit Description Setting</p> <p>Writing outcome (innovation) Embellish/ add to the original text</p> <p>Independent Outcome Diagon Alley (or similar) description/ setting description</p>	<p>Model Text What to do if you meet an alien by Pie Corbett (Y4 Writing Models)</p> <p>Text Type Instructions</p> <p>Toolkit Instructions</p> <p>Writing outcome (innovation) What to do if you find a xxx</p> <p>Independent Outcome What to do if you (free choice)</p>
Cross-curricular Writing Recount – OW link		Cross-curricular Writing Dialogue	Cross-curricular Writing Explanation		Cross-curricular Writing Explanation	Cross-curricular Writing Setting description

Year 5

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry - Performance			Poetry - Performance		Poetry - Performance	
Nuts and bolts	Fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Start class novel.</p> <p>Build engagement and confidence as writers.</p> <p>Revise and re-visit key grammar & punctuation objectives from previous year/s through several short writes:</p> <ul style="list-style-type: none"> • Description • Characterisation • Settings • Suspense • Dialogue (Y4-6) 	<p>Model Text Jack O'Lantern (Pie Corbett Writing Models Y6 pg 62)</p> <p>Text Type Fantasy</p> <p>Toolkit Description</p> <p>Writing outcome (innovation) Fantasy narrative with effective description – agreed Toolkit</p> <p>Independent Writing Fantasy narrative with effective description – free choice</p>	<p>Model Text Dear Mrs Locks</p> <p>Text Type Persuasion</p> <p>Toolkit Persuasion</p> <p>Writing outcome (innovation) Persuasive letter</p> <p>Independent Writing Persuasive letter</p>	<p>Model Text Krak the Cobbler and Smok the Dragon (Pie Corbett Bumper Book)</p> <p>Text Type Beat the monster</p> <p>Toolkit Characterisation Dialogue</p> <p>Writing outcome (innovation) New quest for Krak</p> <p>Independent Writing New beat the monster story</p>	<p>Model Text Manchester Ridge Back Dragon (Talk for Writing Across the Curriculum bk)</p> <p>Text Type Information</p> <p>Toolkit Information</p> <p>Writing outcome (innovation) XX Dragon</p> <p>Independent Writing Free choice of Information text</p>	<p>Model Text Kidnapped! Pie Corbett Bumper Book</p> <p>Text Type Finding story</p> <p>Toolkit Settings Suspense</p> <p>Writing outcome (innovation) Kidnap story in old school building late at night.</p> <p>Independent Writing Kidnapped! Own kidnap story.</p>	<p>Model Text OW themed text</p> <p>Text Type Recount</p> <p>Toolkit Recount</p> <p>Writing outcome (innovation) Own recount – linked to OW theme.</p> <p>Independent Writing Another recount – linked to OW theme.</p>
Cross curricular writing Instructions – OW link		Cross curricular writing Description	Cross curricular writing Discussion text		Cross curricular writing Information – OW link	Cross curricular writing (As appropriate – link to topic)

Year 6

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry - Performance			Poetry - Performance		Poetry - Performance	
Nuts and bolts	Fiction	Non-Fiction	Fiction	Fiction	Fiction	Non-Fiction
<p>Start class novel.</p> <p>Build engagement and confidence as writers.</p> <p>Revise and re-visit key grammar & punctuation objectives from previous year/s through several short writes:</p> <ul style="list-style-type: none"> • Description • Characterisation • Settings • Suspense • Dialogue (Y4-6) 	<p>Model Text The Gas Mask by Pie Corbett</p> <p>Text Type Finding Tale</p> <p>Toolkit Action Dialogue</p> <p>Writing outcome (innovation) The XX (new object/artefact) – Combined Action/Dialogue</p> <p>Independent Outcome The XX - combined Action/Dialogue toolkits</p>	<p>Model Text Werewolves (E.Caulfield)</p> <p>Text Type Information</p> <p>Toolkit Information (form/tone appropriate to purpose & audience)</p> <p>Writing outcome (innovation) Mystical/fictional monster information text</p> <p>Independent Writing Chosen topic - Information text</p>	<p>Model Text Macbeth based short story</p> <p>Text Type Information</p> <p>Toolkit Using & applying – Description & Characterisation</p> <p>Writing outcomes Short writes using Macbeth as a stimulus AND/OR a longer story</p> <p>BASIC SKILLS – short burst writes</p>	<p>Model Text Macbeth based short story</p> <p>Text Type Letters</p> <p>Toolkit Using & applying - Persuasion</p> <p>Writing outcomes Short writes using Macbeth as a stimulus Write a letter – persuasion</p> <p>BASIC SKILLS – short burst writes</p>	<p>Model Text Alien Landing</p> <p>Text Type Sci-Fi Flashforward story</p> <p>Toolkit Settings</p> <p>Independent Writing Own flashforward story</p>	<p>Hook Text</p> <p>Text Type Explanation</p> <p>Toolkit Explanation</p> <p>Independent Writing Free choice explanation</p>
Cross curricular writing Recount – OW link		Cross curricular writing Dialogue	Cross curricular writing Information – OW link	Cross curricular writing Description	Cross curricular writing	Cross curricular writing