

Hesleden Primary School – ENGLISH OVERVIEW – Cycle B

C2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Narrative	<p>Stories with patterned language</p> <p>Y1 Retell a simple story with predictable phrases.</p> <p>Y2 Retell a tale – with repeated event using the rule of three.</p>	<p>Retell a basic story (inc. beginning, middle and end about a central character)</p> <p>Y1 Tell a basic three-part story about a central character, e.g. Six Dinner Sid.</p> <p>Y2 Retell a three-part story that has a central character.</p>	<p>Fairy Stories and Traditional Tales (inc. plays)</p> <p>Y1 Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>Y2 Plan and tell a three-part story based on a traditional tale with a focus on expanded noun phrases to provide detail and specification.</p>	<p>Tales from other cultures</p> <p>Y1 Retell a familiar story in three parts. Include accurate sentence punctuation.</p> <p>Y2 Plan and tell a story in four parts with clear use of subordination and co-ordination.</p>	<p>Stories about fantasy worlds</p> <p>Y1 Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p> <p>Y2 Plan and write their own four-part story, showing the use of a range of sentence types and language to add detail.</p>	<p>Different stories by the same author</p> <p>Y1 Write a story which includes strong characterisation, e.g. good or bad character. Include accurate punctuation.</p> <p>Y2 Plan and write a familiar story with a range of sentence types.</p>
Non-Narrative	<p>Recount</p> <p>Y1 Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>Y2 Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p>	<p>Instructions</p> <p>Y1 Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>Y2 Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands</p>	<p>Persuasion</p> <p>Y1 Write simple persuasive sentences e.g. poster, based on a topic of interest or a fictional book.</p> <p>Y2 Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p>	<p>Report</p> <p>Y1 Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>Y2 Use information from research to group and assemble information into a short non-chronological report.</p>	<p>Discussion</p> <p>Y1 Write simple sentences about rights and wrong of an issue.</p> <p>Y2 Present simple arguments and information from different viewpoints.</p>	<p>Explanation <i>linked to science</i></p> <p>Y1 Write to explain a simple process of how something works.</p> <p>Y2 Write to explain a process of how something works and begin to use technical vocabulary (listed in science vocabulary progression document)</p>

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		and negative commands.				
Poetry <i>(refer to reading spine)</i>	Y1 Rhymes with predictable and repetitive patterns Y2 Poems with familiar settings		Y1 Predictable/Patterned language – cultural, playground chants and action verses Y2 Poems by significant poets		Y1 Predictable and patterned structures / Variety of poems on similar themes Y2 Riddles/tongue twisters/humour	
Text / Novel	Gruffalo & Gruffalo’s Child The Smartest Giant in Town by Julia Donaldson Comedy	Six Dinner Sid The Quest/Comedy	The Three Billy Goats Gruff by Janet Brown Overcoming the monster	The Leopard’s Drum by Jessica Souhami The Quest	The Magic Faraway Tree by Enid Blyton Voyage and Return	George’s Marvellous Medicine by Roald Dahl Comedy

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C3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Narrative</p>	<p>Traditional Tales (inc. plays)</p> <p>Y3 Write a story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p>Y4 Write in role as a character from a story.</p>	<p>Stories set in imaginary worlds</p> <p>Y3 To write a story in the first person, with a definite ending.</p> <p>Y4 Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p>	<p>Adventure and Mystery</p> <p>Y3 Write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue is included.</p> <p>Y4 Plan and write a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p>	<p>Stories from other cultures</p> <p>Y3 Write a story where dialogue is the drive to move the story on.</p> <p>Y4 Plan and write a story with a strong central character.</p>	<p>Greek Myths and Legends (inc. Stories with historical settings)</p> <p>Y3 Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p>Y4 Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p>	<p>Different stories by the same author (inc. traditional tales)</p> <p>Y3 Write their own story (inc. one of the seven stories themes).</p> <p>Y4 Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentences structures.</p>
<p>Non-Narrative</p>	<p>Recount</p> <p>Y3 Write in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions e.g. report, diary, letter.</p> <p>Y4 Write in the 1st person with a clear audience and form e.g. a day in the life ... (letter or diary).</p>	<p>Instructions</p> <p>Y3 Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> <p>Y4 Describe how something is done through a series of sequenced steps.</p>	<p>Persuasion</p> <p>Y3 Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p>Y4 Write an advertisement focusing on how information should be</p>	<p>Report</p> <p>Y3 Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> <p>Y4 Write a report with a clear audience and specific form.</p>	<p>Discussion</p> <p>Y3 Write opinions or rights and wrongs of issues.</p> <p>Y4 Present an argument and information from different viewpoints.</p>	<p>Explanation <i>linked to science</i></p> <p>Y3 Write a series of extended sentences, organised appropriately to explain a process, ensuring relevant items are grouped together and sufficient details are included.</p> <p>Y4 Write an explanation in a formal style adopting</p>

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			best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.			the use of language and grammar for the form and audience.
Poetry <i>(refer to reading spine)</i>	Y3 Poems based on observations and the senses / shape poems Y4 Poems based on themes, e.g. space, festivals, school, families, feelings, sport etc.		Y3 Oral and performance poetry from different cultures Y4 Classic and modern poetry, including poems from different cultures and times	Y3 Humorous poetry/poetry that plays with language – word puzzles, puns, riddles Y4 Range of poetry in different forms, e.g. haiku, lists, monologues, prayers, songs, rhyming, forms and free verse		
Text	The True Story of the 3 little pigs by A. Wolf by John Scieska Overcoming the monster	The Snow Queen by Hans Christian Andersen Overcoming the monster	The Egyptian Cinderella by Shirley Climo Rags to riches	The Journey by Fransesca Sanna The Quest	Odysseus and the Cyclops by Cari Meister Overcoming the monster	Hansel and Gretel by Anthony Browne Overcoming the monster
Novel	Stone Age Boy by Satoshi Kitamura Voyage and Return		There’s a pharaoh in our bath by Jeremy Strong Rebirth		Roman Diary The Journal of Iliona (young slave) by Richard Platt Tragedy	

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C4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Narrative	<p>Stories with issues and dilemma</p> <p>Y4 Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p> <p>Y5 Write in the style of a particular author. Extend ways to link paragraphs using adverbs and adverbial phrases.</p>	<p>Stories by significant authors (inc. Older literature)</p> <p>Y4 Write in role as a character from a story.</p> <p>Y5 Plan and write a story to explore narrative viewpoint e.g. retell a story from the point of view of another character.</p>	<p>Extending narrative</p> <p>Y4 Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p>Y5 Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p>	<p>Traditional stories and fables</p> <p>Y4 Plan and write a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p>Y5 Plan and write a non-linear story e.g. flashbacks, parallel narrators.</p>	<p>Stories from other cultures</p> <p>Y4 Plan and write a story with a strong central character.</p> <p>Y5 Plan and write a five part story using language to evoke mood and atmosphere and develop characterisation.</p>	<p>Choice</p> <p>Stories with different themes (link to seven stories)</p> <p>Y4 Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentences structures.</p> <p>Y5 Plan and write a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p>
Non-Narrative	<p>Recount</p> <p>Y4 Write in the 1st person with a clear audience and form e.g. a day in the life ...(letter or diary).</p> <p>Y5 Write with a specific form and audience with a word limit so pupils are forced to consider the precise level of formality required, e.g. letter, diary,</p>	<p>Instructions</p> <p>Y4 Describe how something is done through a series of sequenced steps.</p> <p>Y5 Transforming a complicated series of statements into concise form.</p>	<p>Persuasion</p> <p>Y4 Write an advertisement focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p> <p>Y5 Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the</p>	<p>Report</p> <p>Y4 Write a report with a clear audience and specific form.</p> <p>Y5 Plan, compose, edit and refine a report focusing on clarity and conciseness. Apply features of a specific form and use appropriate language and grammatical feature for a specific audience.</p>	<p>Discussion</p> <p>Y4 Present an argument and information from different viewpoints.</p> <p>Y5 Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of discussion.</p>	<p>Explanation <i>linked to science</i></p> <p>Y4 Write an explanation in a formal style adopting the use of language and grammar for the form and audience.</p> <p>Y5 Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and a formal style.</p>

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	report.		pieces e.g. an informal speech followed by a formal speech on the same subject.			
Poetry <i>(refer to reading spine)</i>	Y4 Poems based on themes, e.g. space, festivals, school, families, feelings, sport etc. Y5 Significant poets / concrete poetry		Y4 Classic and modern poetry, including poems from different cultures and times Y5 Longer classic poetry, including narrative poetry		Y4 Range of poetry in different forms, e.g. haiku, lists, monologues, prayers, songs, rhyming, forms and free verse Y5 Poems from a variety of cultures and traditions / choral and performance poetry	
Text	Voices in the park by Anthony Browne Overcoming the monster	The Lion, The Witch and the Wardrobe by C.S. Lewis (adapted version) Rebirth	The Fib and other stories by George Layton Tragedy	Hare and the tortoise by Carol Watson Comedy	Seeking Refuge: BBC stories: Ali's Story Tragedy	The Fib and other stories by George Layton Rags to Riches
Novel	The Butterfly Lion By Michael Morpurgo The Quest		The Firework-Maker's Daughter by Philip Pullman The Quest		Romeo and Juliet By Lois Burdett Tragedy	

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C5	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Narrative	<p>Short stories with flashbacks</p> <p>Y5 Plan and write a non-linear story e.g. flashbacks, parallel narrators.</p> <p>Y6 Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time, e.g. flashback</p>	<p>Stories from our literacy heritage</p> <p>Y5 Write in the style of a particular author. Extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>Y6 Plan and write a play into a narrative form.</p>	<p>Extending narrative</p> <p>Y5 Plan and write a story to explore narrative viewpoint e.g. retell a story from the point of view of another character.</p> <p>Y6 Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p>	<p>Choice</p> <p>Stories with different themes (link to seven stories)</p> <p>Y5 Plan and write a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p>Y6 Plan and write a story with a very distinct atmosphere e.g. suspense, panic, humour.</p>	<p>Stories from other cultures (inc. myths and legends)</p> <p>Y5 Plan and write a five part story using language to evoke mood and atmosphere and develop characterisation.</p> <p>Y6 Plan and write a story with two narrators to tell the story from different perspectives.</p>	<p>Traditional stories (inc. film narrative)</p> <p>Y5 Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p>Y6 Review the story focusing on dialogue being used to develop characterisation and move action forward.</p>
Non-Narrative	<p>Recount</p> <p>Y5 Write with a specific form and audience with a word limit so pupils are forced to consider the precise level of formality required, e.g. letter, diary, report.</p> <p>Y6 Write a recount in a specific form with a clear audience ensuring formality is appropriate, e.g. blog, diary, journal, letter.</p>	<p>Instructions</p> <p>Y5 & 6 Transforming a complicated series of statements into concise form.</p> <p>Choice</p> <p>Y5 Use a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p> <p>Y6 Present information or recount information in any way they choose,</p>	<p>Persuasion</p> <p>Y5 Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</p> <p>Y6 Construct an effective persuasive argument using persuasive language techniques to deliberately influence</p>	<p>Report</p> <p>Y5 Plan, compose, edit and refine a report focusing on clarity and conciseness. Apply features of a specific form and use appropriate language and grammatical feature for a specific audience.</p> <p>Y6 Write a report with a distinct form and specific audience e.g. for a webpage, selecting correct</p>	<p>Discussion</p> <p>Y5 Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of discussion.</p> <p>Y6 Write a text in a specific form with a specific audience e.g. documentary, magazine article, newspaper report.</p>	<p>Explanation <i>linked to science</i></p> <p>Y5 Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and a formal style.</p> <p>Y6 Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p>

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		demonstrating appropriate language choices and structural features.	the reader, and to develop a point logically and effectively.	vocabulary and grammatical structures that reflect the level of formality required,	Use the subjunctive mood to establish formality and an authoritative voice.	
Poetry <i>(refer to reading spine)</i>	Y5 Significant poets / concrete poetry The night before Christmas Y6 Long established poets		Y5 Longer classic poetry, including narrative poetry Y6 Range of poetry forms, e.g. limericks, riddles, tank, poems written in the other forms (e.g. adverts, letters, diary entries), free verse , nonsense verse		Y5 Poems from a variety of cultures and traditions / choral and performance poetry Y6 Comparison of work by significant children’s poets: (a) different poems by the same poet (b) different poets on the same theme	
Text	Farther by Grahame Baker-Smith Tragedy	A Christmas Carol By Charles Dickens Rebirth	The Arrival by Shaun Tan Voyage	The Fib and other stories by George Layton Tragedy	Rights Respecting School resources Tragedy	Rumpelstiltskin and other Grimm Tales by Carol Anne Duffy Overcoming the monster
Novel	Kensuke’s Kingdom by Michael Morpurgo Voyage and Return		The Trenches by Jim Eldridge Voyage and Return		Wonder by R.J. Palacio Tragedy	