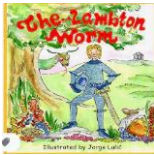


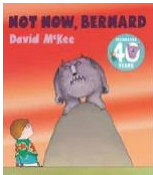
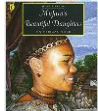
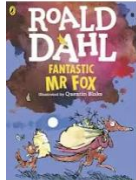





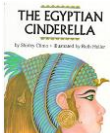


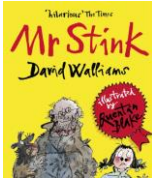
## Hesleden Primary School – ENGLISH OVERVIEW – Cycle B 2022 - 23

C2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Story Type</b>	<b>Tragedy / Overcoming the Monster</b>	<b>Voyage and Return</b>	<b>Rebirth</b>	<b>Overcoming the Monster</b>	<b>Rags to Riches</b>	<b>Comedy</b>
<b>Text &amp; Author</b>	<b>Local story</b> <b>The Lambton Worm</b> 	<b>Where the wild things are by Maurice Sendak</b> 	<b>The Smartest Giant in Town</b> by Julia Donaldson 	<b>Not Now Bernard</b> by David McKee 	<b>Mufaro's Beautiful Daughters (Cinderella) by Joe Steptoe</b> 	<b>Fantastic Mr Fox by Roald Dahl</b> 
<b>Narrative</b>	<b>Tales from our literacy/local heritage</b>  <b>Y1</b> Plan and tell a three- part traditional tale with basic ideas sequenced and traditional story language adopted.  <b>Y2</b> Plan and tell a three-part story based on a traditional tale with a focus on expanded noun phrases to provide detail and specification.	<b>Stories about fantasy worlds</b>  <b>Y1</b> Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.  <b>Y2</b> Plan and write their own three-part story, showing the use of a range of sentence types and language to add detail.	<b>Retell a basic story (inc. beginning, middle and end about a central character)</b>  <b>Y1</b> Tell a basic three-part story about a central character.  <b>Y2</b> Retell a three-part story that has a central character with more description.	<b>Stories with patterned language</b>  <b>Y1</b> Retell a simple story with predictable phrases.  <b>Y2</b> Retell a tale – with repeated events using the rule of three.	<b>Traditional Tales &amp; Tales from other cultures</b>  <b>Y1</b> Retell a familiar story in three parts. Include accurate sentence punctuation.  <b>Y2</b> Plan and tell a story in four parts with clear use of subordination and co-ordination.	<b>Different stories by the same author</b>  <b>Y1</b> Write a story which includes strong characterisation, e.g. good or bad character. Include accurate punctuation.  <b>Y2</b> Plan and write a familiar story with a range of sentence types.

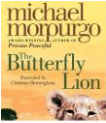

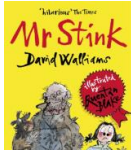
## Hesleden Primary School – ENGLISH OVERVIEW – Cycle B 2022 - 23

<p><b>Non- Narrative</b></p>	<p><b>Recount</b></p> <p><b>Y1</b> Write a simple first person recount linked to a topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p><b>Y2</b> Write a narrative recount in role or write about a real experience.</p>	<p><b>Instructions</b></p> <p><b>Y1</b> Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p><b>Y2</b> Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negative commands.</p>	<p><b>Persuasion</b></p> <p><b>Y1</b> Write simple persuasive sentences e.g. poster, based on a topic of interest or a fictional book.</p> <p><b>Y2</b> Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p>	<p><b>Report</b></p> <p><b>Y1</b> Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p><b>Y2</b> Use the language and structural features in a specific form e.g. leaflet.</p>	<p><b>Discussion</b></p> <p><b>Y1</b> Write simple sentences about rights and wrong of an issue.</p> <p><b>Y2</b> Present simple arguments and information from different viewpoints.</p>	<p><b>Explanation <i>linked to science</i></b></p> <p><b>Y1</b> Write to explain a simple process of how something works.</p> <p><b>Y2</b> Write to explain a process of how something works and begin to use technical vocabulary (listed in science vocabulary progression document)</p>
<p><b>Poetry (<i>refer to reading spine</i>)</b></p>	<p>Y1 Rhymes with predictable and repetitive patterns</p> <p>Y2 Poems with familiar settings</p>		<p>Y1 Predictable/Patterned language – cultural, playground chants and action verses</p> <p>Y2 Poems by significant poets</p>	<p>Y1 Predictable and patterned structures / Variety of poems on similar themes</p> <p>Y2 Riddles/tongue twisters/humour</p>		
<p><b>Novel</b></p>	<p>Reading Spine Books</p>		<p>Reading Spine Books</p>		<p>Fantastic Mr Fox by Roald Dahl</p> <p style="color: red;">Comedy</p> 	

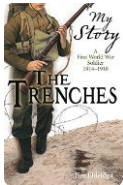


## Hesleden Primary School – ENGLISH OVERVIEW – Cycle B 2022 - 23

C3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Story Types</b>	<b>Tragedy</b>	<b>Voyage and Return</b>	<b>Rebirth</b>	<b>Overcoming the Monster</b>	<b>Rags to Riches Comedy</b>	
<b>Text &amp; Author</b>	<b>Local Story</b> <b>Folk Tales by Adam Bushnell</b> 	<b>The Secret Garden by Frances Hodgson Burnett</b> 	<b>The Egyptian Cinderella by Shirley Climo</b> 	<b>The boy at the back of the class by Onjali Rauf</b> 	<b>The True Story of the 3 little pigs by A. Wolf by John Scieska</b> 	<b>Mr Stink by David Walliams</b> 
<b>Narrative</b>	<b>Myths and Legends (inc. Stories with historical settings tales from our literacy heritage)</b>  <b>Y3</b> Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.  <b>Y4</b> Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	<b>Stories set in imaginary worlds (older literature)</b>  <b>Y3</b> To write a story in the first person, with a definite ending.  <b>Y4</b> Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.	<b>Stories from other cultures</b>  <b>Y3</b> Write a story where dialogue is the drive to move the story on.  <b>Y4</b> Plan and write a story with a strong central character.	<b>Adventure and Mystery</b>  <b>Y3</b> Write a story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.  <b>Y4</b> Write in role as a character from a story.	<b>Traditional Tales or Fairy Tales (inc. plays)</b>  <b>Y3</b> Write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue is included.  <b>Y4</b> 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.	<b>Stories with different themes</b>  <b>Y3</b> Write their own story using a five-part structure.  <b>Y4</b> Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentences structures.

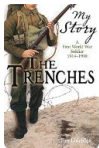


## Hesleden Primary School – ENGLISH OVERVIEW – Cycle B 2022 - 23

<p><b>Non-Narrative</b></p>	<p><b>Recount</b></p> <p><b>Y3</b> 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><b>Y4</b> Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together.</p>	<p><b>Instructions</b></p> <p><b>Y3</b> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> <p><b>Y4</b> Describe how something is done through a series of sequenced steps.</p>	<p><b>Persuasion</b></p> <p><b>Y3</b> 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><b>Y4</b> Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p>	<p><b>Report</b></p> <p><b>Y3</b> Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> <p><b>Y4</b> Write a report with a clear audience and specific form.</p>	<p><b>Discussion</b></p> <p><b>Y3</b> Write opinions or rights and wrongs of issues.</p> <p><b>Y4</b> Present an argument and information from different viewpoints.</p>	<p><b>Explanation linked to science</b></p> <p><b>Y3</b> 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><b>Y4</b> Write an explanation in a formal style adopting the use of language and grammar for the form and audience.</p>
<p><b>Poetry</b> <i>(refer to reading spine)</i></p>	<p><b>Y3</b> Poems based on observations and the senses / shape poems</p> <p><b>Y4</b> Poems based on themes, e.g. space, festivals, school, families, feelings, sport etc.</p>	<p><b>Y3</b> Oral and performance poetry from different cultures</p> <p><b>Y4</b> Classic and modern poetry, including poems from different cultures and times</p>	<p><b>Y3</b> Humorous poetry/poetry that plays with language – word puzzles, puns, riddles</p> <p><b>Y4</b> Range of poetry in different forms, e.g. haiku, lists, monologues, prayers, songs, rhyming, forms and free verse</p>			
<p><b>Novel</b></p>	<p>The Butterfly Lion by Michael Morpurgo</p> <div style="text-align: center;">  </div> <p style="text-align: center; color: red;">Rebirth    Voyage and Return</p>	<p>The Boy at the back of the class by Onjali Rauf</p> <div style="text-align: center;">  </div> <p style="text-align: center; color: red;">Rags to riches    Tragedy</p>	<p>Mr Stink by David Walliams</p> <div style="text-align: center;">  </div> <p style="text-align: center; color: red;">Comedy</p>			

## Hesleden Primary School – ENGLISH OVERVIEW – Cycle B 2022 - 23

C4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Story Types</b>	<b>Tragedy</b>	<b>Voyage and Return</b>	<b>Rebirth</b>	<b>Rags to Riches</b>	<b>Overcoming the Monster</b>	<b>Comedy</b>
<b>Text and Author</b>	<b>Trenches by Jim Eldridge</b> 		<b>Wonder by R.J. Palacio</b> 		<b>Shakespeare</b>	<b>Rumpelstiltskin and other Grimm Tales by Carol Anne Duffy</b> 
<b>Narrative</b>	<b>Stories from our literacy heritage</b>  <b>Y5</b> Plan and write a five-part story using language to evoke mood and atmosphere and develop characterisation.  <b>Y6</b> Plan and write a story with two narrators to tell the story from different perspectives.	<b>Adventure and Mystery</b>  <b>Y5</b> Write in the style of a particular author. Extend ways to link paragraphs using adverbs and adverbial phrases.  <b>Y6</b> Plan and write a play into a narrative form.	<b>Extending narrative</b>  <b>Y5</b> Plan and write a story to explore narrative viewpoint e.g. retell a story from the point of view of another character.  <b>Y6</b> Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.	<b>Stories with different themes</b>  <b>Y5</b> Plan and write a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.  <b>Y6</b> Plan and write a story with a very distinct atmosphere e.g. suspense, panic, humour.	<b>Short stories with flashbacks</b>  <b>Y5</b> Plan and write a non-linear story e.g. flashbacks, parallel narrators.  <b>Y6</b> 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.	<b>Traditional stories (inc. film narrative)</b>  <b>Y5</b> Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.  <b>Y6</b> Review the story focusing on dialogue being used to develop characterisation and move action forward.

## Hesleden Primary School – ENGLISH OVERVIEW – Cycle B 2022 - 23

<p><b>Non- Narrative</b></p>	<p><b>Recount</b></p> <p><b>Y5</b> 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><b>Y6</b> Write a recount in a specific form with a clear audience ensuring formality is appropriate, e.g. blog, diary, journal, letter.</p>	<p><b>Instructions</b></p> <p><b>Y5</b> Transforming a complicated series of statements into concise form.</p> <p><b>Y6</b> Transforming a complicated series of statements into concise form (using challenging technical language).</p>	<p><b>Persuasion</b></p> <p><b>Y5</b> 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><b>Y6</b> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p>	<p><b>Report</b></p> <p><b>Y5</b> 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><b>Y6</b> Write a report with a distinct form and specific audience e.g. for a webpage, selecting correct vocabulary and grammatical structures that reflect the level of formality required,</p>	<p><b>Discussion</b></p> <p><b>Y5</b> 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><b>Y6</b> Write a text in a specific form with a specific audience e.g. documentary, magazine article, newspaper report. Use the subjunctive mood to establish formality and an authoritative voice.</p>	<p><b>Explanation <i>linked to science</i></b></p> <p><b>Y5</b> Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and a formal style.</p> <p><b>Y6</b> Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p>
<p><b>Poetry</b> <i>(refer to reading spine)</i></p>	<p><b>Y5</b> Significant poets / concrete poetry</p> <p><b>Y6</b> Long established poets</p>	<p><b>Y5</b> Longer classic poetry, including narrative poetry</p> <p><b>Y6</b> 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</p>	<p><b>Y5</b> Poems from a variety of cultures and traditions / choral and performance poetry</p> <p><b>Y6</b> Comparison of work by significant children’s poets: (a) different poems by the same poet (b) different poets on the same theme</p>			
<p><b>Novel</b></p>	<p>Trenches by Jim Eldridge</p>  <p>Tragedy    Voyage and Return</p>	<p>Wonder by R.J. Palacio</p>  <p>Rebirth    Rags to riches</p>	<p>Skellig by David Almond</p>  <p>Overcoming the monster</p>			