



**English**

**Long term overview and  
progression document**

**Nursery to Year 6**

English Modules – Nursery						
	Term 1		Term 2		Term 3	
Humanities links	Getting to know you/Helping others		Don't look up (space)/Fantasy Land		Growth/Dinosaurs	
Spine books	Peace at Last – Jill Murphy, Can't you Sleep Little Bear – Martin Waddell, Where The Wild Things Are – Maurice Sendak, The Elephant and the Bad Baby – Elfrida Vipont, Avocado Baby – John Burningham, The Tiger Who Came to Tea – Judith Kerr, Lost and Found – Oliver Jeffers, Knuffle Bunny – Mo Willems					
Communication and language	<p>Listen to a wider range of vocabulary in context</p> <p>Extend sentence length by adding a word</p> <p>Learn to pay attention for short periods of time.</p> <p>Enjoy listening to short stories</p> <p>Follow a simple instruction.</p> <p>Listen to and enjoy rhymes and songs.</p> <p>Can respond verbally to an interaction from an adult or peer.</p> <p>Be able to make a choice between two or three items.</p> <p>Be able to talk with pronunciation clear enough to be understood.</p>		<p>Begin to use new vocabulary in contest.</p> <p>Use sentences of at least four words.</p> <p>Learn to pay attention for increasing lengths of time.</p> <p>Enjoy listening to stories with increasing length.</p> <p>Understand and respond to questions and instructions.</p> <p>Recall some familiar rhymes.</p> <p>Can take turns in a conversation.</p> <p>Be able to express how they are feeling or give point of view.</p> <p>Pronounce a wide range of sounds accurately (although may have problems saying some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus')</p>		<p>Use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p> <p>Learn to pay attention to more than one thing at a time.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using</p>	

					<p>words as well as actions</p> <p>Pronounce a wide range of sounds accurately (although may have problems saying some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus')</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	
<b>Literacy</b>	<p>Learn nursery rhymes, and play sound games.</p> <p>Hear environmental and instrumental sounds.</p> <p>Develop their phonological awareness , so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Introduce Fred talk.</p> <p>Play body percussion and rhythm and rhyme.</p> <p>Develop their phonological awareness , so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> </ul>		<p>Know a wide range of nursery rhymes</p> <p>Hear initial sounds in words.</p> <p>Sound phrases. Alliteration and voice sounds.</p> <p>Develop their phonological awareness , so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning - the</li> </ul>		<p>Begin phonics programme.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Begin to hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases. (frogs leg fingers- magic link handwriting).</p> <p>Continue phonics.</p> <p>Write some letters accurately.</p> <p>Write some or all of their name.</p> <p>Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks increasing gross motor strength for writing.</p>	

	<p>- recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make mark to build muscles needed for writing.</p>		<p>names of the different parts of a book - print can have different purposes - page sequencing</p> <p>- we read English text from left to right and from top to bottom</p> <p>Oral blending with Fred, Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>			
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English Modules – Reception			
	Term 1	Term 2	Term 3
Humanities links	Getting to know you/Helping others	Don't look up (space)/Fantasy Land	Growth/Dinosaurs

<b>Spine books</b>	Owl Babies – Martin Waddell, The Gruffalo – Julia Donaldson, Handa’s Surprise – Eileen Browne, Mr Gumpy’s Outing – John Burningham, Rosie’s Walk – Pat, Hutchinson, Six Dinner Sid – Inga Moore, Mrs Armitage on Wheels – Quentin Blake, Whatever Next – Jill Murphy, On The Way Home – Jill Murphy, Farmer Duck – Martine Waddell, Goodnight Moon – Margaret Wise Brown, Shhhh! Sally Grindley					
<b>Communication and language</b>	<p>Understand how to listen carefully. Learn new vocabulary. Begin to articulate their thoughts in well-formed sentences. Learn connectives to orally join sentences together. Learn how to use elements of past tense vocabulary. Use talk to explain their thinking and activities, and to explore how things work. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell key phrases from a familiar story. With support, use new vocabulary in different contexts. Listen to and enjoy rhymes and songs. Learn rhymes, poems and songs. Engage in non-fiction books.</p>		<p>Understand how to listen carefully and why listening is important. Learn new vocabulary and use it in the correct context. Know how to ask relevant questions. Be able to articulate their ideas and thoughts in well-formed sentences the majority of the time. Speak in longer sentences that include connectives. Be able to describe past events. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, with some exact repetition. Use new vocabulary in different contexts.</p>		<p>Listen attentively and respond to what they hear with relevant questions, comments and actions Know a wide range of new vocabulary to be able to express themselves clearly. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their</p>	

			<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>		<p>own words.</p> <p>Use a wide range of new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	
<b>Literacy</b>	<p>Set 1 sounds.</p> <p>Word time 1-1.4</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower-case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases. (frogs leg fingers- Magic Link Handwriting).</p> <p>Set 1 sounds</p> <p>Word time 1.5 and multisyllabic words.</p>		<p>Introduce double sounds (ll), (ss).</p> <p>Alien words, 1.6-1.7 words</p> <p>Ditties 1-20.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Magic link handwriting.</p> <p>Double sounds</p> <p>Multi syllabic,</p> <p>Alien words</p> <p>Red words</p> <p>Red story books.</p> <p>Re-read these books to build up their confidence in word</p>		<p>Green ditties</p> <p>Multisyllabic</p> <p>Green books.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>*Magic link handwriting.</p> <p>Multisyllabic</p> <p>Purple books.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>*Magic link handwriting.</p>	

	<p>Red words.</p> <p>*Embed speech and language interventions.</p> <p>Launchpad for literacy.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Form lower-case and capital letters correctly.</p> <p>*Magic link handwriting.</p>		<p>reading, their fluency and their understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences.</p> <p>*Magic link handwriting.</p>			
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**English Modules – Year 1**

	Term 1			Term 2			Term 3		
Humanities links	How am I making history? /My school in 9 photos			Transport through time/Why should we remember...?			Our weather/What’s it like to live at the coast?		
Suggested texts									
Narrative	Stories with predictable phrasing		‘Take One Book’	Contemporary fiction – stories reflecting children’s own experience		‘Take One Book’	Traditional Tales - Fairy tales		‘Take One Book’
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories			Write a series of sentences to retell events based on personal experience.			Write a re-telling of a traditional story.		
Non-fiction	Labels, lists and captions	Recount		Report	Instructions		Report	Explanations	
Suggested final written outcome	Independently write a label and caption for an object or picture in a complete sentence with a capital letter and full stop.	Write simple first-person recounts based on personal experience, using adverbs of time to aid sequencing		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation	



<b>Poetry</b>	<b>Take One Poet – poetry appreciation</b>		<b>Structure – rhyming couplets</b>		<b>Vocabulary building</b>	
Suggested outcome	Personal responses to poetry Recite familiar poems by heart		Recite familiar poems by heart. Not read, write and perform free verse		Read, write and perform free verse. Recite familiar poems by heart.	
<b>Mr. P ICT</b>	The 12 iPad lessons of Christmas.		Reading comprehension through Disney Princess Songs.		Reading comprehension through Disney Princess Songs.	
<b>GPAS</b>	Phonics matched the child's phonic knowledge. Leaving spaces between words. Punctuating Sentences. Full stops Sentences Capital letters. Form lower case letters correctly. Use capital letters for names of people/places/days of the week		Phonics matched the child's phonic knowledge. Exclamation marks Capital Letters Joining words together using conjunctions. Form lower case letters correctly. Use capital letters for names of people/places/days of the week.		Consolidation Phonics matched the child's phonic knowledge. Question marks Singular and Plural Prefixes Suffixes Sequencing Sentences	

English Modules – Year 2								
	Term 1		Term 2		Term 3			
Humanities	Great fire of London/Newcastle  How is our world wonderful?		Would you prefer to live in a hot or cold county?  A contrasting place study		What is a monarch? OR Our local heroes  How were schools different in the past?			
Suggested texts	Prince Cinders.  Stickman  Alan’s Big Scary Teeth  Pumpkin Soup		Squash and a Squeeze.  What the Ladybird Heard		Little Red.  The Magic Paintbrush			
Narrative	Traditional Tales - Fairy Tales			Stories with recurring literary language		Traditional Tales - Myths (creation stories)		
Suggested final written outcome	Write a re-telling of a traditional story.			Use a familiar story as a model to write a new story.		Write a creation myth based on ones read e.g., how the zebra got his stripes.		
Non-fiction	Explanations	Recount		Report		Instructions	Explanations	
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorizing information; use comparative language to describe and differentiate		Write a series of fiction-based instructions (i.e., ‘How to trap an ogre’), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced	
			‘Take One Book’  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	‘Take One Book’  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term			‘Take One Book’  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	

Poetry	Vocabulary building (list poems)		Structure – calligrams		Take one poet – poetry appreciation	
Suggested outcome	Read list poems. Write and perform own versions.		Write own calligrams (shape poems)		Personal responses to poetry Recite familiar poems by heart	
Mr. P ICT	Christmas Letter		Crazy Creatures – An Animal Fact file		Inspirational People?	
GPAS	<p>Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'.</p> <p>Learn how to use both new and familiar punctuation correctly – full-stops, capital letters, question marks and exclamation marks.</p> <p>How words can combine to make sentences.</p> <p>Joining clauses using 'and'.</p> <p>Use commas to separate items in a list.</p> <p>Learn how to use expanded noun phrases.</p> <p>Co-ordination using 'or', 'and', 'but'.</p> <p>Subordination using 'because', 'when', 'if', 'that'.</p> <p>Understand sentences types – questions and commands.</p>		<p>Learn how the use of –ly turns adjectives into adverbs.</p> <p>Apostrophes to mark where letters are missing in a word.</p> <p>Sentence types – exclamations and statements.</p> <p>Learn how to use past and present tenses correctly, including the progressive form.</p> <p>Correct choice and consistent use of tenses throughout writing.</p> <p>Formation of nouns using –ness and –er.</p> <p>Formation of adjectives using –less and –ful.</p>		<p>Use of suffixes –er and –est in adjectives.</p> <p>Consolidation of GAPS from key stage 1.</p>	

English Modules – Year 3									
	Term 1			Term 2		Term 3			
Humanities	Stone Age/Climate and climate change			Ancient Greece/Greece		Black Tudors/Where does our food come from			
Suggested texts	The First Drawing - Kitamura Stone Age Boy – Gerstein (pdf online) The Monkey’s Tale – Bonnici (RE, Hinduism) Bad Panda (habitat/ zoo) The Fairytale Times – Zanib Mian			Atticus and the Ancient Greeks – Twinkl Ottaline and the Yellow Cat – Riddle (fun) Knitbone Peppe Ghost Dog – Barker (adventure, dealing with death)		The Diver’s Daughter - Lawrence The Sheep Pig- D K Smith Podkin One Ear - (adventure) Knights and Bikes			
Narrative	Traditional Tales - Fables Newspapers?	Writing and performing a Play	‘Take One Book’	Traditional Tales – fairy tales (Alternative versions)		‘Take One Book’	Adventure stories		‘Take One Book’
Suggested final written outcome	Write a new fable to convey a moral or a fairy tale with a twist.	Write and perform a play, based on a familiar story		Write a traditional tale from a key character's perspective.			Write an adventure story, focusing on plot.		
Non-fiction	Recount	Instructions – giving directions		Explanations	Report		Persuasion - persuasive letter writing		

Suggested final written outcome	Write a news/sports report of an ‘unfolding event’ (e.g., commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g., a treasure hunt	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider gram to organize the information.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader		One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term					
Poetry	Vocabulary building	Structure – limericks		Vocabulary building	Structure – haiku, tanka and kennings		Vocabulary building	Take one poet – poetry appreciation						
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart								Read, write and perform free verse	Read and write haiku, Tanka and kennings	Read, write and perform free verse	Research a Poet. Personal responses to poetry Recite familiar poems by heart	
Mr. P ICT	For climate: Planet Earth (made up own animal reports for Arctic animals)													Villain Pack? Base around King Minos or one of the Greek monsters like Medusa OR fairy tale villain.
GPAS	2 pair sentences for animal reports Ly starters  NNS  Indicate possession by using the possessive apostrophe with singular		And...and...and sentences, similes.  NNS  Use conjunctions, adverbs and prepositions to express time and			Verb comma noun/ pronoun sentences Commas for extra information sentences NNS  Use inverted commas to punctuate								

	<p>nouns and regular plurals (I.e. the polar bear's fur...)</p> <p>formation of nouns using a range of prefixes,</p> <p>use of a/an</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions <i>e.g. when, if, because, although</i></p>		<p>cause (I.e The wolf ran quickly, the little pig had already been to the apple tree...)</p> <p>Begin to identify main and subordinate clauses</p>		<p>direct speech</p> <p>Use the perfect form of verbs in contrast to the past tense (I.e. the dragon had flown...)</p>	
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English Modules – Year 4							
	Term 1		Term 2		Term 3		
Humanities	Natural disasters/sustainable cities		Romans/Rivers		Ancient Egypt		
Suggested texts	<p>The Griffin Gate 1 and 2</p> <p>The boy who grew dragons</p> <p>The Boy at the back of the class</p>		<p>The Last Bear</p> <p>The leopard in the Golden Cage</p> <p>The girl who stole an Elephant</p>		<p>The River Singers</p> <p>Egypt</p> <p>The Nightbus Hero</p>		
Narrative	Traditional Tales - Myths (quests)	‘Take One Book’	Writing and performing a play	Story settings	‘Take One Book’	A story/stories with a theme	‘Take One Book’
Suggested final written outcome	Write a Greek myth focusing on effective characterization e.g., descriptions (in the style of: a ‘Wanted’ poster; ‘lonely hearts’ advert; job application); link dialogue to effective characterization, interweaving speech and action.		Write and perform a play, based on a familiar story.	Write a section of a narrative (or several narratives) focusing on setting.		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	
Non-fiction	Report		Discussion	Explanation		Persuasion	
		One (or more) written outcomes,			One (or more) written outcomes,		One (or more) written outcomes,

Suggested final written outcome	Write own report independently based on notes gathered from several sources		linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g., recounts, instructions)</i>	Consider different sides of an argument and decide on a course of action, summarizing your reasons in a letter	Create a flowchart to explain how an invention works; use the notes to write an explanation using an impersonal style	linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g., recounts, instructions)</i>	Assemble and sequence points to plan the presentation of a viewpoint, using graphs, images, visual aids to make the view more convincing.		linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g., recounts, instructions)</i>
<b>Poetry</b>	<b>Vocabulary building</b>	<b>Structure – riddles</b>		<b>Vocabulary building</b>	<b>Structure– narrative poetry</b>		<b>Vocabulary building</b>	<b>Take one poet – poetry appreciation</b>	
Suggested outcome	Read, write and perform free verse	Read and write riddles		Read, write and perform free verse	Recite some narrative poetry by heart Read and respond		Read, write and perform free verse	Research a Poet. Personal responses to poetry Recite familiar poems by heart	
<b>Mr. P ICT</b>	Bedtime Stories - A Dragon's Adventure						The hunted and The hunting Pack		
<b>GPAS</b>	<ul style="list-style-type: none"> <li>Commas to mark clauses</li> <li>Commas to mark off fronted adverbials</li> <li>Full punctuation for direct speech</li> <li>Each new speaker on a new line</li> <li>Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</li> <li>Apostrophes to mark singular</li> </ul>			<ul style="list-style-type: none"> <li>Standard English for verb inflections instead of local spoken forms</li> <li>Long and short sentences:</li> <li>Secure use of simple / embellished simple sentences.</li> <li>Secure use of compound sentences using coordinating conjunctions* and / or / but / so / for / nor / yet</li> </ul>			<ul style="list-style-type: none"> <li>Sentence of 3 for action</li> <li>Repetition to persuade</li> <li>Review previous terms objectives</li> <li>Words from the Year 3/4 list.</li> <li>Words with endings sounding like /ʒə/ or /tʃə/ spelt –sure, -ture or sometimes – (t)cher.</li> </ul>		



	<ul style="list-style-type: none"> <li>and plural possession e.g. the girl's name the boys' boots</li> <li>•</li> <li>Words from the Year 3/4 list.</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable.</li> <li>More prefixes, e.g. un-, dis-, mis-, in-, im-, ir and re-.</li> <li>Words with the /k/ sound spelt ch (Greek in origin).</li> <li>Words with the /j/ sound spelt ch (mostly French in origin).</li> <li>Possessive apostrophe with plural words.</li> </ul>		<ul style="list-style-type: none"> <li>Develop complex sentences using subordinating conjunctions* -'ed' clauses as starters</li> <li>Expanded -'ing' clauses as starters</li> <li>Drop in -'ing' clause</li> <li>Homophones and near-homophones.</li> <li>Words from the Year 3/4 list.</li> <li>The suffix -ous. Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian.</li> <li>Words with the /s/ sound spelt sc (Latin in origin).</li> <li>Words with -gue and -que endings.</li> </ul>			
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English Modules – Year 5									
	Term 1		Term 2		Term 3				
Humanities	Anglo Saxons/local study		Rainforest/Americas		Victorians/Mayans				
Suggested texts	Finding Bear, Freedom for Bron, Anglo-Saxon Boy, Boy at the back of the class		Journey to the River Sea, Escape to the River Sea  There's a boy in the girls bathroom  Holes  Harry Potter and the Philosopher's stone		Street Child, Far from Home				
Narrative	Traditional Tales - legends		Suspense and mystery		Fiction from our literary heritage				
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.		Develop skills of building up atmosphere in writing e.g., passages building up tension		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.				
Non-fiction	Recount	Report		Persuasion	Explanation		Instructions 1 week	Discussion	

Suggested final written outcome	Compose a biographical account based on research	Write a report, in the form of an information leaflet, in which two or more subjects are compared	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g., recounts, instructions)</i>	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	<u>Link to Geography PoS</u> ‘physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g., recounts, instructions)</i>	Detailed instructions with clear introduction and conclusion.	Write up a balanced discussion presenting two sides of an argument, following a debate	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group (e.g., recounts, instructions)</i>
Poetry	Vocabulary building	Structure – cinquain		Vocabulary building	Structure – spoken word poetry/rap		Vocabulary building	Take one poet – poetry appreciation	
Suggested outcome	Read, write and perform free verse	Read and respond to c. Experiment with writing their own.		Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.		Read, write and perform free verse	Research a poet. Personal responses to poetry Recite familiar poems by heart	
Mr. P ICT	Battle Cry  Lost in space/						Campfire Ghost Stories		

<b>GPAS</b>	Following No-nonsense spelling book – completed first thing in a morning.  Refresh on full punctuation for direct speech.		Following No-nonsense spelling book – completed first thing in a morning.  Brackets, dashes or commas to indicate parenthesis.		Following No-nonsense spelling book – completed first thing in a morning.  Use of commas to clarify meaning or avoid ambiguity.	
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English Modules – Year 6							
	Term 1		Term 2		Term 3		
<b>Humanities</b>	<b>Mountains / Vikings</b>		<b>Extended chronological study</b>		<b>Migration/Why does population change?</b>		
<b>Suggested texts</b>	Eye of the Wolf / Viking Boy Malamander, Holes, Skellig The light in everything, October October		Once / Unstoppable/The Midnight Guardians / Goodnight Mr Tom Fireweed Clockwork, Letters from the Lighthouse, Floodland, Swimming against the storm		The children of the Kingdom of Benin The boy, the fox, the mole and the horse (transition)		
<b>Narrative</b>	<b>Fiction Genres</b>		Narrative workshop: review key narrative technique e.g., creating settings, characterization, atmosphere		<b>F</b>	<b>o</b>	<b>c</b>
					<b>u</b>	<b>s</b>	<b>Incorporated</b>

Suggested final written outcome	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)			'Take One Book'	A single extended narrative, or several narratives on a similar theme e.g., autobiographical stories, each developing a key narrative technique		'Take One Book'	on study skills / SATs week	In 'Take One Book'	'Take One Book'
Non-fiction	Explanation	Recounts	Report	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Persuasion	Discussion	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		Debating skills	A range of written outcomes, linked with fiction/non-fiction modules covered across the year
Suggested final written outcome	<u>Links to science PoS</u> 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g., of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g., police description, school report, newspaper obituary	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.	<i>This could include non-fiction text types not taught as a unit in this year group (e.g., recounts, instructions)</i>	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	<i>This could include non-fiction text types not taught as a unit in this year group (e.g., recounts, instructions)</i>		A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present	
	Vocabulary building				Vocabulary building	Structure monologues		Take one poet - Poetry appreciation		

Suggested outcome	Read, write and perform free verse		Read, write and perform free verse	Read and respond		Research a particular poet. Personal responses to poetry Recite familiar poems by heart
Mr. P ICT	Inspiration people – biography		Evacuee Pack Dual narrative			
GPAS	Use of relative clauses Modal verbs – degrees of possibility Adverbs - degrees of possibility Brackets, dashes and commas for parenthesis Expanded noun phrases Perfect form of verbs Commas to clarify meaning Synonyms and antonyms Verb, subject, object agreement Subjunctive form		Colons to introduce a list Colons to mark boundaries Semi-colons in a list Semi-colons to mark boundaries Using dashes to mark boundaries Hyphens to avoid ambiguity Bullet points Active and passive verbs/sentences Formal and informal vocabulary and speech			Revision and consolidation