

English Whole School Overview

English modules – Year 1									
	Term 1				Term 2			Term 3	
Narrative	Stories with predictable phrasing (6 weeks – or 2 + 2 + 2 weeks)		‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)		‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)		‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Grammar focus	W1, W2, S1, S2, T1, P1, P2, P3, W3			W1, W2, S1, S2, T1, P1, P2, P3, W3			W1, W2, S1, S2, T1, P1, P2, P3, W3		
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 1 week (transition unit)	Recount 2 weeks - or 1 + 1 week		Report 2 weeks	Instructions 2 weeks		Report 2 weeks	Explanations 2 weeks	
Grammar focus	W1, P1, P3, S1	W1, W2, S1, S2, T1, P1, P2, P3		W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3, W3		W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3	
Suggested final written outcome	Write labels and sentences for an in-class exhibition/museum display	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	
Poetry	Vocabulary Building (1 week)	Structure – rhyming couplets (1 week)		Vocabulary Building (1 week)	Structure – rhyming couplets (1 week)		Vocabulary Building (1 week)	Take One Poet – poetry appreciation (1 week)	
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart		Read, write and perform free verse	Recite familiar poems by heart		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	

English modules – Year 2

Term 1			Term 2			Term 3			
Narrative	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks)		‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Stories with recurring literary language (4 weeks – or 2 + 2 weeks)		‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales - Myths (creation stories) (4 weeks - or 2 + 2 weeks)		‘Take One Book’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Grammar focus	W4, S1, S2, S3, T4, P1 W1, W2, W3, P4			W4, S1, S2, S3, T4, P1 W2, T5, P2, P3			W4, S1, S2, S3, T4, P1 W2, W3, T5, P4		
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 (2 weeks)	Recount (2 weeks – or 1 + 1 weeks)		Report (4 weeks – or 2 + 2 weeks)			Instructions (2 weeks)	Explanations (2 weeks)	
Grammar focus	W4, S1, S2, S3, T4, P1 T5	W4, S1, S2, S3, T4, P1 P2, P3		W4, S1, S2, S3, T4, P1 W1, W3, P4			W4, S1, S2, S3, T4, P1 P2	W4, S1, S2, S3, T4, P1 W1, P3	
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 categorising 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	
Poetry	Vocabulary building (list poems) (2 weeks)	Structure – calligrams (1 week)		Vocabulary building (1 week)	Structure – calligrams (2 weeks – or 1+1 weeks)		Vocabulary building (1 week)	Take one poet-poetry appreciation (2 weeks)	
Suggested outcome	Read list poems. Write and perform own versions.	Write own calligrams (based on single words)		Read, write and perform free verse	Write own calligrams (shape poems)		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	

English Modules – Year 3

	Term 1			Term 2			Term 3		
Narrative	Traditional Tales – Fables (2 weeks)	Writing and performing a Play (2 weeks)	‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales – fairy tales (alternative versions) (3 weeks)	‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Adventure stories (5 weeks)	‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		
Grammar focus	S1, S2, S3, T1, P1	S1, S2, S3,		S1, S2, S3, T1, P1		S1, S2, S3, T1, P1			
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story		Write a traditional tale from a key characters perspective.		Write an adventure story, focusing on plot.			
Non-fiction	Recount (2 weeks)	Instructions – giving directions (2 weeks)		Explanations (2 weeks)		Persuasion - persuasive letter writing (3 weeks)			
Grammar focus	S1, S2, S3, T1, T3	S1, S2, S3, T1 W2, W3, T2		S1, S2, S3, T1 W3		S1, S2, S3, T1 W2, W3, T2			
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		Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively		Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader			
Poetry	Vocabulary building (2 weeks)	Structure – limericks (1 week)		Vocabulary building (1 week)		Vocabulary building (1 week)			
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart		Read, write and perform free verse		Read, write and perform free verse			
				Structure – haiku, tanka and kennings (2 weeks)		Take one poet-poetry appreciation (2 weeks)			
				Read and write haiku, tanka and kennings		Research a particular poet. Personal responses to poetry Recite familiar poems by heart			

English Modules – Year 4

	Term 1			Term 2			Term 3		
Narrative	Traditional Tales - Myths (quests) (4 weeks)		<div>'Take One Book' (2 weeks)</div> <div>One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term</div> <div><i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i></div>	Writing and performing a play (2 weeks)	Story Settings (3 weeks)	<div>'Take One Book' (2 weeks)</div> <div>One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term</div> <div><i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i></div>	A story/stories with a theme (4 weeks)		<div>'Take One Book' (2 weeks)</div> <div>One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term</div> <div><i>This could include non-fiction text types not taught as a unit in this year group (eg recounts, instructions)</i></div>
Grammar focus	W2, S1, S2, S3, T1, T2, P3 W1, P1, P2			W2, S1, S2, S3, T2, P3	W2, S1, S2, S3, T1, T2, P3, P1		W2, S1, S2, S3, T1, T2, P3 P1		
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, 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 (4 weeks)			Persuasion (3 weeks)			Discussion (2 weeks)	Explanation (2 weeks)	
Suggested final written outcome	Write own report independently based on notes gathered from several sources			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing			Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	
Grammar focus	W2, S1, S2, S3, T1, T2, P3			W2, S1, S2, S3, T1, T2, P3, W2, S1,			W2, S1, S2, S3, T1, T2, P3	W2, S1, S2, S3, T1, T2, P3, W1, P2	
Poetry	Vocabulary building (2 weeks)	Structure–riddles (1 week)		Vocabulary building (1 week)	Structure–narrative poetry (2 weeks)		Vocabulary building (1 week)	Take one poet-poetry appreciation (2 weeks)	
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 particular poet. Personal responses to poetry Recite familiar poems by heart	

English Modules – Year 5

	Term 1			Term 2			Term 3		
Narrative	Traditional Tales - legends (3 weeks)		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Suspense and mystery (4 weeks)		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Fiction from our literary heritage (5 weeks)		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Grammar focus	T1, T2, T3, T4, T5, P2, P3 S2, S3			W1, W2, S1, S2, T1, P1, P2, P3, S1			W1, W2, S1, S2, T1, P1, P2, P3		
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 (2 weeks)	Explanation (2 weeks)	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Persuasion (3 weeks)	Instructions (1 week)	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Report (2 weeks)	Discussion (2 weeks)	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>
Grammar focus	W1, W2, S1, S2, T1, P1, P2, P3, S1	W1, W2, S1, S2, T1, P1, P2, P3, W1, W2, P1		W1, W2, S1, S2, T1, P1, P2, P3, W1, S2, S3	W1, W2, S1, S2, T1, P1, P2, P3, W2, P1		W1, W2, S1, S2, T1, P1, P2, P3, W2, W3, P1	W1, W2, S1, S2, T1, P1, P2, P3, W1, W3, S2, S3	
Suggested final written outcome	Compose a biographical account based on research	<u>Links to Geography PoS</u> 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Detailed instructions with clear introduction and conclusion.		Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate	
Poetry	Vocabulary building (2 weeks)	Structure – cinquain (1 week)		Vocabulary building (1 week)	Structure – spoken word poetry/rap (2 weeks)		Vocabulary building (1 week)	Take one poet - Poetry appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. 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 particular poet. Personal responses to poetry Recite familiar poems by heart	

English Modules – Year 6

	Term 1			Term 2		Term 3						
Narrative	Fiction Genres (4 weeks)			‘Take One Book’ (2 weeks)	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)		‘Take One Book’ (2 weeks)	Focus on Study Skills (3 weeks)	Assessment Week (1 week)	Incorporated In ‘Take One Book’ T1, W1, W2 P1		‘Take One Book’ (extended book study over 5 weeks) A range of written outcomes, linked with fiction/non-fiction modules covered across the year
Grammar focus	T1, W1, W2 P1				T1, W1, W2 T2, P1					One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		
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)				A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique					One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		
Non-fiction	Explanation (2 weeks)	Recounts (2 week)	Report (2 week)		Persuasion (3 weeks)	Discussion (2 weeks)				Debating skills (2 weeks)		
Grammar focus	T1, W1, W2, W1, S1, T2, T3, P3	T1, W1, W2, W1, S1, T2, T3, P4	T1, W1, W2, S1, T2, T3, P2, P3		T1, W1, W2, W1, S2, T2, S3	T1, W1, W2, W1, S2, T2				T1, W1, W2, W1, S2, T2		
Suggested final written outcome	Links to science PoS ‘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.		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				A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views		
Poetry	Vocabulary building (1 week)			This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)	Vocabulary building	Structure monologues (1 week)	This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)	Take one poet - Poetry appreciation (2 weeks)		Research a particular poet Personal responses to poetry Recite familiar poems by heart		
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse	Read and respond						

Teaching Grammar to Improve Writing in Year 1

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>W2 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>W3 How the prefix <i>un–</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>S1 How words can combine to make sentences</p> <p>S2 Joining words and joining clauses using <i>and</i></p>
Text	T1 Sequencing sentences to form short narratives
Punctuation	<p>P1 Separation of words with spaces</p> <p>P2 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P3 Capital letters for names and for the personal pronoun <i>I</i></p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Teaching Grammar to Improve Writing in Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>W2 Formation of adjectives using suffixes such as –ful, –less</p> <p>W3 Use of the suffixes –er, –est in adjectives</p> <p>W4 and the use of –ly in Standard English to turn adjectives into adverbs</p>
Sentence	<p>S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>T4 Correct choice and consistent use of present tense and past tense throughout writing</p> <p>T5 Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>
Punctuation	<p>P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P2 Commas to separate items in a list</p> <p>P3 Apostrophes to mark where letters are missing in spelling</p> <p>P4 and to mark singular possession in nouns [for example, the girl's name]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Teaching Grammar to Improve Writing in Year 3

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>W2 Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>W3 Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
Sentence	<p>Expressing time, place and cause using</p> <p>S1 conjunctions [for example, when, before, after, while, so, because],</p> <p>S2 adverbs [for example, then, next, soon, therefore], or</p> <p>S3 prepositions [for example, before, after, during, in, because of]</p>
Text	<p>T1 Introduction to paragraphs as a way to group related material</p> <p>T2 Headings and sub-headings to aid presentation</p> <p>T3 Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>
Punctuation	P1 Introduction to inverted commas to punctuate direct speech
Terminology for pupils	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Teaching Grammar to Improve Writing in Year 4

Year 4: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 The grammatical difference between plural and possessive –s</p> <p>W2 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>
Sentence	<p>S1 Noun phrases expanded by the addition of modifying adjectives, nouns and</p> <p>S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>S3 Fronted adverbials [for example, Later that day, I heard the bad news.]</p>
Text	<p>T1 Use of paragraphs to organise ideas around a theme</p> <p>T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>P1 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>P2 Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>P3 Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Teaching Grammar to Improve Writing in Year 5

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>W2 Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>
Sentence	<p>S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>S2 Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>S3 or modal verbs [for example, might, should, will, must]</p>
Text	<p>T1 Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>T2 Linking ideas across paragraphs using adverbials of time [for example, later],</p> <p>T3 place [for example, nearby]</p> <p>T4 and number [for example, secondly]</p> <p>T5 or tense choices [for example, he had seen her before]</p>
Punctuation	<p>P1 Brackets,</p> <p>P2 dashes or commas to indicate parenthesis</p> <p>P3 Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

Teaching Grammar to Improve Writing in Year 6

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>W2 How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence	<p>S1 Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?,</p> <p>S3 or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>
Text	<p>T1 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence],</p> <p>T2 and ellipsis</p> <p>T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>P2 Use of the colon to introduce a list and use of semi-colons within lists</p> <p>P3 Punctuation of bullet points to list information</p> <p>P4 How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>