

## Hesleden Primary School – ENGLISH OVERVIEW – Cycle A

C2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Story Type</b>	<b>Tragedy</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>	<p>Local story</p> <p>Tyne and Wear Folk Tales</p> <p>Rude Rabbit</p> <p>Pig of doom</p>	<p>The Magic Faraway Tree</p> <p>By Enid Blyton</p>	<p>Traction Man</p> <p>by Mini Grey</p>	<p>Gruffalo</p> <p>Gruffalo's Child</p> <p>by Julia Donaldson</p>	<p>Handa's Surprise</p> <p>By Eileen Browne</p>	<p>Gorilla</p> <p>By Anthony Brown</p>
<b>Narrative</b>	<p><b>Traditional Tales (tales from our literacy/local heritage)</b></p> <p><b>Y1</b> Plan and tell a three- part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p><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.</p>	<p><b>Stories about fantasy worlds</b></p> <p><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.</p> <p><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.</p>	<p><b>Retell a basic story (inc. beginning, middle and end about a central character)</b></p> <p><b>Y1</b> Tell a basic three-part story about a central character.</p> <p><b>Y2</b> Retell a three-part story that has a central character with more description.</p>	<p><b>Stories with patterned language</b></p> <p><b>Y1</b> Retell a simple story with predictable phrases.</p> <p><b>Y2</b> Retell a tale – with repeated events using the rule of three.</p>	<p><b>Traditional Tales &amp; Tales from other cultures</b></p> <p><b>Y1</b> Retell a familiar story in three parts. Include accurate sentence punctuation.</p> <p><b>Y2</b> Plan and tell a story in four parts with clear use of subordination and co-ordination.</p>	<p><b>Different stories by the same author</b></p> <p><b>Y1</b> Write a story which includes strong characterisation, e.g. good or bad character. Include accurate punctuation.</p> <p><b>Y2</b> Plan and write a familiar story with a range of sentence types.</p>

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<p><b>Non-Narrative</b></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>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>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>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>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>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</b> <i>(refer to reading spine)</i></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>Flat Stanley</p> <p>Comedy</p>	

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C3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Story Types	Tragedy	Voyage and Return	Rebirth	Overcoming the Monster	Comedy	Rags to Riches
Text & Author	Local Story The Lambton Worm	The Lion, the Witch and the Wardrobe by C.S. Lewis	Zahra (Literacy Shed)	The Iron Man by Ted Hughes	Krindlekrax by Philip Ridley	The Little Shoemaker (Literacy Shed)
<b>Narrative</b>	<p><b>Myths and Legends (inc. Stories with historical settings tales from our literacy heritage)</b></p> <p><b>Y3</b> Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p><b>Y4</b> Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p>	<p><b>Stories set in imaginary worlds (older literature)</b></p> <p><b>Y3</b> To write a story in the first person, with a definite ending.</p> <p><b>Y4</b> Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p>	<p><b>Stories from other cultures</b></p> <p><b>Y3</b> Write a story where dialogue is the drive to move the story on.</p> <p><b>Y4</b> Plan and write a story with a strong central character.</p>	<p><b>Adventure and Mystery</b></p> <p><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.</p> <p><b>Y4</b> Write in role as a character from a story.</p>	<p><b>Stories with different themes</b></p> <p><b>Y3</b> Write their own story using a five-part structure.</p> <p><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.</p>	<p><b>Traditional Tales or Fairy Tales (inc. plays)</b></p> <p><b>Y3</b> Write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue is included.</p> <p><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.</p>

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<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 focusing 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 <i>linked to science</i></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>Lion, Witch and The Wardrobe</p> <p>Rebirth</p> <p>Voyage and Return</p>		<p>The Iron Man by Ted Hughes</p> <p>Overcoming the monster</p>		<p>Krindlekrax by Philip Ridley</p> <p>Comedy</p> <p>Overcoming the Monster</p>	

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C4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Story Types</b>	<b>Tragedy</b>	<b>Rebirth</b>	<b>Voyage and Return</b>	<b>Overcoming the Monster</b>	<b>Rags to Riches</b>	<b>Comedy</b>
<b>Text and Author</b>	<b>Local story The Hartlepool Monkey</b>	<b>Holes by Louis Sachar</b>	<b>Kensuke's Kingdom by Michael Morpurgo</b>	<b>The Three Little Pigs (literacy shed)</b>	<b>Shakespeare ??</b>	<b>The boy who made everyone laugh by Helen Rutter</b>
<b>Narrative</b>	<p><b>Stories from our literacy heritage</b></p> <p><b>Y5</b> Plan and write a five-part story using language to evoke mood and atmosphere and develop characterisation.</p> <p><b>Y6</b> Plan and write a story with two narrators to tell the story from different perspectives.</p>	<p><b>Adventure and Mystery</b></p> <p><b>Y5</b> Write in the style of a particular author. Extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p><b>Y6</b> Plan and write a play into a narrative form.</p>	<p><b>Extending narrative</b></p> <p><b>Y5</b> Plan and write a story to explore a narrative viewpoint e.g. retell a story from the point of view of another character.</p> <p><b>Y6</b> Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p>	<p><b>Traditional stories (inc. film narrative)</b></p> <p><b>Y5</b> Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p><b>Y6</b> Review the story focusing on dialogue being used to develop characterisation and move action forward.</p>	<p><b>Short stories with flashbacks</b></p> <p><b>Y5</b> Plan and write a non-linear story e.g. flashbacks, parallel narrators.</p> <p><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.</p>	<p><b>Stories with different themes</b></p> <p><b>Y5</b> Plan and write a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p><b>Y6</b> Plan and write a story with a very distinct atmosphere e.g. suspense, panic, humour.</p>
<b>Non-Narrative</b>	<p><b>Recount</b></p> <p><b>Y5</b> Write with a specific form and</p>	<p><b>Instructions</b></p> <p><b>Y5</b> Transforming a complicated series of</p>	<p><b>Persuasion</b></p> <p><b>Y5</b> Adapt a piece of persuasive writing for</p>	<p><b>Report</b></p> <p><b>Y5</b> Plan, compose, edit and refine a</p>	<p><b>Discussion</b></p> <p><b>Y5</b> Plan, compose, edit and refine a</p>	<p><b>Explanation</b> <i>linked to science</i></p>

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	<p>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>statements into concise form.</p> <p><b>Y6</b> Transforming a complicated series of statements into concise form (using challenging technical language).</p>	<p>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>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>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>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>Holes by Louis Sachar</p> <p>Rags to Riches Rebirth</p>		<p>Kensuke’s Kingdom by Michael Morpurgo</p> <p>Voyage and Return</p>		<p>Goodnight Mr Tom by Michelle Magorian</p> <p>Tragedy</p>	