

## English Subject Overview



This curriculum map for English ensures that there is a broad coverage of text types across the school, enabling children to read from a variety of genres and create quality written outcomes. It also builds in the opportunity for teachers to plan more creatively in response to the interests and needs of their class, through the 'Take One Book' module planned into each term. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate. The suggested written outcomes have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These are also designed to facilitate embedded teaching of grammar.

The 'Progression in Text Type' and 'Recommended Texts for the English Curriculum' documents should be used alongside this document when planning.

Year 1									
	Autumn Term			Spring Term			Summer Term		
<b>Narrative</b>	<b>Stories with predictable phrasing</b> (6 weeks – or 2 + 2 + 2 weeks)		<b>‘Take One Book’</b>  <b>(1 or 2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-	<b>Contemporary fiction – stories reflecting children’s own experience</b> (4 weeks – or 2 + 2 weeks)		<b>‘Take One Book’</b>  <b>(1 or 2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-	<b>Traditional Tales - Fairy tales</b> (6 weeks – or 2 + 2 + 2 weeks)		<b>‘Take One Book’</b>  <b>(1 or 2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-
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.		
<b>Non-fiction</b>	<b>Labels, lists and captions</b> 1 week	<b>Recount</b> 2 weeks - or 1 + 1 week		<b>Report</b> 2 weeks	<b>Instructions</b> 2 weeks		<b>Report</b> 2 weeks	<b>Explanations</b> 2 weeks	

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	fiction modules already covered during the term	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	fiction modules already covered during the term	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	fiction modules already covered during the term
<b>Poetry</b>	<b>Vocabulary building</b> (1 week)	<b>Structure – rhyming couplets</b> (1 week)		<b>Vocabulary building</b> (1 week)	<b>Structure – rhyming couplets</b> (1 week)		<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (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. Not read, write and perform free verse		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	

## Year 2

	Autumn Term		Spring Term		Summer Term	
<b>Narrative</b>	<b>Traditional Tales - Fairy Tales</b> (4 weeks – or 2 + 2 weeks)		<b>Stories with recurring literary language</b> (4 weeks – or 2 + 2 weeks)	<b>'Take One Book'</b> (1 or 2 weeks)	<b>Traditional Tales - Myths (creation stories)</b> (4 weeks - or 2 + 2 weeks)	<b>'Take One Book'</b> (1 or 2 weeks)
Suggested final written outcome	Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Write a creation myth based on ones read e.g. how the zebra got his stripes.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
<b>Non-fiction</b>	<b>Instructions</b> 2 weeks	<b>Recount</b> 2 weeks - or 1 + 1 week	<b>Report</b> 4 weeks – or 2 + 2 weeks		<b>Recount</b> 2 weeks - or 1 + 1 week	<b>Explanations</b> 2 weeks
Suggested final written outcome	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	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 first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Produce a flowchart, ensuring content is clearly sequenced
<b>Poetry</b>	<b>Vocabulary building (list poems)</b> (2 weeks)	<b>Structure – calligrams</b> (1 week)	<b>Vocabulary building</b> (1 week)	<b>Structure – acrostics</b> (2 weeks - or 1+1weeks)	<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (2 weeks)

Suggested outcome	Read list poems. Write and perform own versions.	Write own calligrams (shape poems)		Read, write and perform free verse	Write own acrostics		Read, write and perform cinquains	Personal responses to poetry Recite familiar poems by heart	
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# Year 3

	Autumn Term			Spring Term			Summer Term		
<b>Narrative</b>	<b>Contemporary fiction – linked to personal experience</b> (4 weeks – or 2 + 2 weeks)	<b>Stories with different settings</b> (2 weeks)	<b>‘Take One Book’</b>  (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Stories with issues / dilemmas</b> (3 weeks)		<b>‘Take One Book’</b>  (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Adventure stories</b> (3 + 3 weeks)		<b>‘Take One Book’</b>  (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	First person recount in the style of the story.	Re-write the story, focussing on setting.		Write a letter linked to the issues / dilemmas in the story.			Write an adventure story, focusing on plot.		
<b>Non-fiction</b>	<b>Report</b> 2 weeks	<b>Instructions – giving directions</b> 2 weeks		<b>Explanations</b> 3 weeks	<b>Report</b> (3 + 3 weeks)		<b>Recount</b> 3 weeks		
Suggested final written outcome	Write own non-chronological report on a theme.	Write and evaluate a range of instructions, including directions e.g. a treasure hunt		Explanation text – how a volcano erupts.	Newspaper report linked to ‘The Iron Man’ by Ted Hughes.  Holiday brochure, reporting on different aspects of a destination.		Biography of a historical figure’s life.		
<b>Poetry</b>	<b>Structure – haikus</b> (2 weeks)	<b>Vocabulary building</b> (1 week)		<b>Vocabulary building</b> (1 week)	<b>Structure – acrostics</b> (2 weeks)		<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (2 weeks)	

Suggested outcome	Read, write and perform haikus	Recite riddles by heart		Read, write and perform performance poetry.	Read and write acrostics.		Read, write and perform cinquains	Research a particular poet. Personal responses to poetry Recite familiar poems by heart – focus on limericks.	
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## Year 4

	Autumn Term		Spring Term			Summer Term			
<b>Narrative</b>	<b>Traditional Tales - Myths (quests)</b> (4 weeks)		<b>‘Take One Book’</b>  (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	<b>Writing and performing a play</b> (2 weeks)	<b>Story settings</b> (3 weeks)	<b>‘Take One Book’</b>  (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	<b>A story/stories with a theme</b> (4 weeks)		<b>‘Take One Book’</b>  (2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>
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.		
<b>Non-fiction</b>	<b>Report</b> 4 weeks			<b>Persuasion</b> 3 weeks			<b>Discussion</b> 2 weeks	<b>Explanation</b> 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	
<b>Poetry</b>	<b>Vocabulary building</b> (2 weeks)	<b>Structure – riddles</b> (1 week)		<b>Vocabulary building</b> (1 week)	<b>Structure–narrative poetry</b> (2 weeks)		<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (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	
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