



## Sandridge English Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b> <b>Modules</b> and suggested outcomes	<p><b>Labels, Lists and Captions</b> (Write labels and sentences for an in-class exhibition/ Museum display)</p> <p><b>Stories with Predictable Phrasing</b> (Write a series of sentences to retell events based on personal experience)</p>	<p><b>Recount</b> (Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing)</p> <p><b>Vocabulary Building</b> Read, write and perform free verse.</p>	<p><b>Contemporary fiction – stories reflecting children’s own experience</b> Write a series of sentences to retell events based on personal experience.</p> <p><b>Reports Information Texts</b> (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)</p>	<p><b>Instructions</b> (Following a practical experience, write up the instructions for a simple recipe)</p> <p><b>Structure – rhyming couplets</b> Recite familiar poems by heart. Not read, write and perform free verse</p>	<p><b>Traditional Tales – Fairy tales</b> Write a re-telling of a traditional story.</p> <p><b>Reports</b> (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)</p>	<p><b>Vocabulary Building</b> Read, write and perform free verse.</p> <p><b>Take one book Letters and Postcards</b> (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>
<b>Texts</b>	<p>Plenty of love to go round by Emma Chichester Clark</p> <p>Farmer Duck by Martin Waddell</p>	<p>Voices in the Park by Anthony Browne Where’s My Teddy? by Jez Alborough</p> <p>One Silver Speck by Laura Purdie Salas</p>	<p>The Last Noo Noo by Jill Murphy</p> <p>Night Animals by Susan Meredith</p>	<p>How to Wash a Woolly Mammoth by Michelle Robinson</p> <p>Old Mother Hubbard Pat a Cake, Pat a Cake Two Little Dickie Birds Pussy Cat, Pussy Cat</p>	<p>Little Red And The Very Hungry Lion by Alex T Smith</p> <p>Bats by Megan Cullis</p>	<p>Purple Is.... – free verse poem Online colour thesauruses Picture books about colour could be shared with the class at story time e.g.</p> <ul style="list-style-type: none"> <li>• Brown Bear</li> <li>Brown bear what</li> </ul>

				Teddy Bear, Teddy Bear Skipping Rhymes A Sailor Went to Sea		do you see? – Eric Carle <ul style="list-style-type: none"> <li>The artist who painted a blue horse –Eric Carle</li> </ul> Dear Greenpeace by Simon James
Year 2 Modules and suggested outcomes	<b>Vocabulary Building – List poems</b> (2 weeks) (Read list poems. Write and perform own versions)  <b>Fixing full stops</b> (4 weeks)	<b>Recounts</b> (3 weeks) (Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person)  <b>Traditional Tales- Fairy Tales</b> (3 weeks) (Write a re-telling of a traditional story)	<b>Instructions</b> (2 weeks) (Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’), including diagrams)  <b>Stories with recurring Literary language</b> (2 weeks) (Use a familiar story as a model to write a new story)	<b>Report</b> (4 weeks) (Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate)	<b>Take one book</b> (2 weeks) (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)  <b>Vocabulary Building – List poems</b> Read, write and perform free verse	<b>Traditional Tales - Myths (creation stories)</b> Write a creation myth based on ones read e.g. how the zebra got his stripes.  <b>Explanations</b> (2 weeks) (Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation)
Texts	What is Pink by Christina Rossetti  That Rabbit Belongs to Emily Brown by Cressida Cowell	Toby and the Great Fire of London by Margaret Nash and Jane Cope  Rapunzel by Bethan Woollvin	The Rascally Cake by Jeanne Willis and Korky Paul  On the Way Home	Space DK Find Out!	The Grotlyn by Benji Davies  Blue Balloons and Rabbit Ears by Hilda Offen Into the Blue	How Rabbit Stole the Fire by Joanna Trougton and a range of other traditional folk tales.

<p><b>Year 3 Modules</b> and suggested outcomes</p> <p>(Narrative, non-fiction and poetry)</p>	<p><b>Fables – Narrative</b> (3 Weeks) (Write a new fable to convey a moral)</p> <p><b>Explanations – non-fiction</b> (2 weeks) (Create and use a flowchart to write an explanation of a process, ensuring relevant details are included an accounts ended effectively)</p> <p><b>Vocabulary building</b> (2 weeks) (Read, write and perform free verse)</p>	<p><b>Newspapers - Recount non-fiction</b> (2 weeks) (Write a news/sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer)</p> <p><b>Instructions – non-fiction</b> (2 weeks) (Write and evaluate a range of instructions, Including direction e.g. a treasure hunt)</p> <p>‘Take One Book’ (3 weeks) (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>	<p><b>Traditional Tales from alternative perspectives- Narrative</b> (4 weeks)</p> <p><b>Structure –Poetry</b> (2 weeks) (Read and write tanka poems)</p>	<p><b>Report writing- Non-fiction</b> (3 weeks) (Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information)</p> <p><b>Vocabulary Building – Descriptive Writing</b> (1 week)</p> <p>‘Take One Book’ (3 weeks) (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>	<p><b>Adventure Stories- Narrative</b> (5 weeks) (Write an adventure story, focusing on plot)</p>	<p><b>Persuasion- letter Writing – Non-fiction</b> (3 weeks) (Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader)</p> <p><b>‘Take One Book’</b> (3 weeks) (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>
<p><b>Texts</b></p>	<p>Aesops Fables by Michael Morpergo Aesops Fables by Michael Rosen Aesops Funky Fables by Vivian French and Gorky Paul</p>	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Stone Girl, Bone Girl – The Story of Mary Anning by Laurence Anholt</p>	<p>The True Story of the Three Little Pigs by Jon Scieszka Trust Me, Jacks Beanstalk Stinks! By Eric Braun</p>		<p>The Ice Palace by Robert Swindells</p>	

<p><b>Year 4 Modules</b> and suggested outcomes</p> <p>(Narrative, non-fiction and poetry)</p>	<p><b>Vocabulary building/Poetry</b> (Read, write and perform free verse)</p> <p><b>Traditional Tales/ Myths/Quests</b> (Write a Roman 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)</p>	<p><b>Report Writing</b> (Write own report independently based on notes gathered from several sources)</p>	<p><b>Writing and Performing a Play</b> (Write and perform a play, based on a familiar story)</p> <p><b>Story settings</b> Write a section of a narrative (or several narratives) focusing on setting</p>	<p><b>Persuasion</b> (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)</p> <p><b>Take One Book</b> (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>	<p><b>Stories with a theme</b> (Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme)</p> <p><b>Poetic Forms Odes and Insults</b> Explore odes and powerful types of imagery, such as simile, metaphor and hyperbole.</p>	<p><b>Explanation</b> (Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style)</p> <p><b>Take One Book</b> (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>
<p><b>Texts</b></p>	<p><b>Overheard on a Saltmarsh</b> by Harold Monroe <b>A small dragon</b> by Brian Patten</p> <p><b>Ancient Myths Collection</b> by Geraldine McCaughrean</p>	<p><b>The Wolves in the Wall</b> by Neil Gaiman <b>Wolves</b> by James Maclaine <b>Walk with a Wolf</b> by Janni Howker <b>Wolves</b> by Emily Gravett</p>	<p><b>Alice in Wonderland and Through the Looking Glass</b> (plays for young people) by Adrian Mitchell <b>Alice in Wonderland</b> by Lewis Carroll <b>The Adventures of the Dish and the Spoon</b> by Mini Grey <b>The Owl and the Pussycat</b> by Edward Lear <b>The ABC Poem</b> by Spike Milligan</p> <p><b>Horrid Henry Stories</b> by Francesca Simon</p>	<p><b>The Day I Swapped My Dad for Two Goldfish</b> by Neil Gaiman <b>Hey, Little Ant</b> by Philip Hooseman <b>Y4 Persuasion National Portrait Gallery model</b> <b>The Pirate Cruncher</b> by Jonny Duddle</p> <p><b>Leon and the Place Between</b> by Angela McAllister and Grahame Baker-Smith</p>	<p><b>Spaghetti! Spaghetti!</b> by Jack Prelutsky <b>Soggy Greens</b> by John Cunliffe <b>Ode to an Olive</b> by Anon <b>Ode to Marbles</b> by Max Mendelsohn <b>Ode To a Chestnut on the Ground</b> by Pablo Neruda</p>	<p><b>Until I met Dudley</b> by Roger McGough <b>Charlie Small Gorilla City</b> by Nick Ward</p> <p><b>The Iron Man</b> by Ted Hughes</p>

<p><b>Year 5 Modules</b> and suggested outcomes</p> <p>(Narrative, non-fiction and poetry)</p>	<p><b>Narrative - Traditional Tales/ Legends</b> (Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives)</p> <p><b>Recount/ reports</b> (Compose a Biographical account based on research)</p>	<p><b>Persuasion</b> (Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes)</p> <p><b>Poetry – Cinquians (Remembrance)</b> (Read and respond to cinquains. Experiment with writing their own)</p>	<p><b>Vocabulary building</b> (Read, write and perform free verse)</p> <p><b>Explanation</b> (Links to Geography PoS ‘physical geography, including: rainforests climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)</p>	<p><b>Narrative - Suspense &amp; Mystery</b> (Develop skills of building up atmosphere in writing e.g. passages building up tension)</p> <p><b>Poetry- Structure and spoken poetry/rap</b> (Listen to, read and respond to a classic poem. Experiment with writing their own)</p>	<p><b>Fiction from our literary heritage - Shakespeare</b> (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)</p> <p><b>Reports</b> (Write a report, in the form of an information leaflet, in which two or more subjects are compared)</p>	<p><b>Poetry – Take One Poet (Joseph Coelho)</b> (Research a particular poet. Personal responses to poetry Recite familiar poems by heart)</p> <p><b>Take one book</b> (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>
<p><b>Texts</b></p>	<p>Beowulf by Michael Morpergo</p> <p>Tuesday by David Wiesner Hurricane by David Weisner</p>	<p>A range of advertisements, book blurbs, online reviews. A range of famous speeches: Barack Obama, Martin Luther King, Malala Yousafzai United Nations speech etc.</p> <p>Cinquain Poems (Poetry Party) by Lisa M Simons Read Me series by Gaby Morgan</p> <p>In Flanders Field by John McRae</p>	<p>No linked text. Resources to inspire and prompt: A range of landscape pictures (e.g. places people may explore) <i>Iguana vs Snakes, Planet Earth II</i> (0.30 – 2.00 mins)</p> <p>How To Be A World Explorer: Your all-terrain training manual – Lonely Planet, Not for Parents by Joel Levy</p>	<p>The Watertower – Gary Crews and Steven Woolman Boy in the Tower – Polly Ho-Yen</p> <p>The Listeners by Walter De La Mere</p>	<p>Macbeth by William Shakespeare Mr. William Shakespeare’s plays by Marcia Williams Shakespeare Stories by Leon Garfield</p>	<p>Werewolf Club Rules by Joseph Coelho</p> <p>The Hobbit by JRR Tolkien</p>

		Where the Poppies Now Grow by Hilary Robinson and Martin Impey				
<p><b>Year 6 Modules</b> and suggested outcomes</p> <p>(Narrative, non-fiction and poetry)</p>	<p><b>Fiction Genres</b> A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)</p> <p><b>Report</b> (Write reports as part of a presentation on a nonfiction 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)</p>	<p><b>Poetry</b> <b>Remembrance</b> The plan weaves together the statements from the reading (word reading and comprehension) and writing (transcription, handwriting, composition, VGP and spelling). It develops the children's reading, writing and spoken language.</p> <p><b>Recounts</b> 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</p>	<p><b>Narrative workshop: review key narrative technique</b> e.g. <b>creating settings, characterisation, atmosphere</b> A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique</p> <p><b>Take one book</b> (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>	<p><b>Persuasion</b> (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)</p> <p><b>Explanation</b> (Links to science PoS 'reporting and Presenting findings from enquiries, Including conclusions, Causal relationships And explanations of and degree of trust in results)</p>	<p><b>SATs Study Skills</b></p> <p><b>Take One Book – class choice</b> (One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p>	<p><b>Discussion</b> (A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints)</p> <p><b>Debating Skills/Balanced argument</b> (A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views)</p>
<p><b>Texts</b></p>	<p>A range of genre fiction: Uncle Montague's Tales of Terror by Chris Priestley All Summer in a Day by Ray Bradbury</p>	<p>In Flanders Field by John McRae; Where the Poppies Now Grow by Hilary Robinson and Martin Impey</p>	<p>Cogheart by Peter Bunzl</p>	<p>School Link</p>		<p>In Search of Safety: Children and the Refugee Crisis in Europe – A Teaching Resource by UNICEF United Kingdom</p>

	<p>The Messenger Bird by Ruth Eastham  Ruby Redfort Look Into My Eyes by Lauren Child  Skellig by David Almond (alternatively Eren by Simon P Clark or The Song From Somewhere Else by A F Harrold)</p> <p>Arthur Spiderwick's Field Guide to the Fantastical World Around You by Tony DiTerlizzi and Holly Black</p>	<p>The Day of Ahmed's Secret by Florence Parry Heide and Judith Heide Gilliland  Town is by the Sea by Joanne Schwartz and Sydney Smith</p>		<p>Science Week linked texts</p>	<p>Blackberry Blue: And Other Fairy Tales by Jamila Gavin (Author), Richard Collingridge</p>	
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### Additional Units

To support development and securing of sentence structure, sense and demarcation, there are two units of work that may be taught based on the class teacher's assessment of their class needs. The KS1 unit is called '**Securing Full Stops**' and uses the book 'That Rabbit Belongs to Emily Brown' by Cressida Cowell' as its core text. The KS2 unit is called '**Fixing Full Stops**' and uses the book '*The Spider and the Fly* by Mary Howitt, illustrated by Tony DiTerlizzi' as its core text.