

# SHP English Curriculum Overview

## Year 1

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Narrative - Stories by the same author</b>	<b>Narrative - Stories with predictable phrasing</b>	<b>Narrative - stories with familiar settings</b>	<b>Narrative - traditional/fairy tales</b>	<b>Narrative - stories with familiar settings</b>	<b>Narrative - traditional/fairy tales</b>
<u>Suggested outcomes</u> Write simple sentences using patterned language, words and phrases taken from familiar stories.		<u>Suggested outcomes</u> Write a series of sentences to retell events (first, next, then, finally)	<u>Suggested outcomes</u> Write a setting description  Write a character description	<u>Suggested outcomes</u> Write a series of sentences to retell events, with a clear opening and some description of character and setting	<u>Suggested outcomes</u> Write a simple retell of a traditional/fairy tale, with a clear opening and ending
<b>Non-Fiction - Labels, lists and captions</b>	<b>Non-Fiction - Recounts</b>	<b>Non-Fiction - Reports</b>	<b>Non-Fiction - Instructions</b>	<b>Non-Fiction - Reports</b>	<b>Non-Fiction - Explanations</b>
<u>Suggested outcomes</u> Write labels and sentences linked to the texts read	<u>Suggested outcomes</u> Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	<u>Suggested outcomes</u> 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	<u>Suggested outcomes</u> Following a practical experience, write up the instructions for a simple recipe	<u>Suggested outcomes</u> 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	<u>Suggested outcomes</u> Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
<b>Poetry - Vocabulary building</b> <u>Suggested outcomes</u> Read and perform free verse		<b>Poetry - Vocabulary building</b> <u>Suggested outcomes</u> Read and perform free verse		<b>Poetry - Vocabulary building</b> <u>Suggested outcomes</u> Read, write and perform free verse	

<p><u>Suggested texts/authors/ topics</u> Julia Donaldson</p>	<p><u>Suggested texts/authors/ topics</u> Not Now Bernard Brown Bear, Brown Bear. What do you see?</p>	<p><u>Suggested texts/authors/ topics</u> Eric Carle - The Tiny Seed  The Tiger Who Came to Tea by Judith Kerr  Owl Babies by Martin Waddell  Peace at Last by Jill Murphy  A Quiet Night In by Jill Murphy  Dogger by Shirley Hughes</p>	<p><u>Suggested texts/authors/ topics</u></p>	<p><u>Suggested texts/authors/ topics</u> Eric Carle - The Tiny Seed  The Tiger Who Came to Tea by Judith Kerr  Owl Babies by Martin Waddell  Peace at Last by Jill Murphy  A Quiet Night In by Jill Murphy  Dogger by Shirley Hughes</p>	<p><u>Suggested texts/authors/ topics</u></p>
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## Year 2

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Narrative - Journey stories</b>	<b>Narrative - Historical fiction</b>	<b>Narrative - Adventure stories</b>	<b>Narrative - Stories including fantasy creatures</b>	<b>Narrative - Contemporary stories</b>	<b>Narrative - Traditional tales</b>
<u>Suggested outcomes</u> Write a re-telling of a journey story with slight innovation.	<u>Suggested outcomes</u> A collection of letters and diaries written in the first person - may link to setting descriptions.	<u>Suggested outcomes</u> Create own journey story based on a familiar text.	<u>Suggested outcomes</u> Character description	<u>Suggested outcomes</u> Use a familiar story as a model to write a new story.	<u>Suggested outcomes</u> Independent outcomes produced based on previous learning throughout the year.
<b>Non-fiction - Recount</b>	<b>Non-fiction -Recount</b>	<b>Non-fiction - Non-chronological reports</b>	<b>Non-fiction -Instructions</b>	<b>Non-fiction - Non-chronological reports</b>	<b>Non-fiction -Instructions</b>
<u>Suggested outcomes</u> Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	<u>Suggested outcomes</u> Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	<u>Suggested outcomes</u> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	<u>Suggested outcomes</u> Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	<u>Suggested outcomes</u> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	<u>Suggested outcomes</u> Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.
<b>Poetry - Shape poems</b> <u>Suggested outcomes</u> Read, write and perform free verse		<b>Poetry - Patterned poems</b> <u>Suggested outcomes</u> Read, write and perform free verse		<b>Poetry - Free verse</b> <u>Suggested outcomes</u> Read, write and perform free verse	
<u>Suggested texts/authors/ topics</u>  The Lonely Beast by	<u>Suggested texts/authors/ topics</u>  Great Fire of London	<u>Suggested texts/authors/ topics</u>  Rio 2	<u>Suggested texts/authors/ topics</u>  The Minpins by Roald	<u>Suggested texts/authors/ topics</u>  Grandad's Island by	<u>Suggested texts/authors/ topics</u>

Chris Judge Where the Wild Things Are by Maurice Sendak Man on the Moon by Simon Bartram On the Way Home by Jill Murphy	(Historical Stories) by Jill Atkins Toby and The Great Fire Of London by Margaret Nash	The Hunter by Paul Geraghty Lila and the Secret of Rain by David Conway	Dahl Grendel - A Cautionary Tale about Chocolate by David Lucas	Benji Davies The Storm Whale by Benji Davies The Secret of Black Rock by Todd Stanton	
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**Year 3**

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Narrative - Traditional Tales</b>	<b>Narrative - Fables</b>	<b>Narrative - twisted fairy tales</b>		<b>Narrative - adventure stories</b>	
<u>Suggested outcomes</u> Settings & Character description	<u>Suggested outcomes</u> A story to convey a moral	<u>Suggested outcomes</u> Settings & character descriptions as well as effective openings and ending		<u>Suggested outcomes</u> An adventure story containing an action paragraph, showing setting & character descriptions and effective opening and ending	
<b>Non-Fiction - Recount</b>	<b>Non-Fiction - Instructions</b>	<b>Non-Fiction - Persuasion</b>	<b>Non-Fiction - Recount</b>	<b>Non-Fiction - Non-Chronological</b>	
<u>Suggested outcomes</u> A letter/diary/journal entry from the point of view of a character		<u>Suggested outcomes</u> Persuasive letter, speech, brochure, advert	<u>Suggested outcomes</u> Research a particular topic and write an explanation about how and why something works/happens	<u>Suggested outcomes</u> Research a particular area and write a report, organising ideas around a topic/theme.	
<b>Poetry - list poem</b> <u>Suggested outcomes</u> Read, write and perform poem		<b>Poetry - shape poem</b> <u>Suggested outcomes</u> Read, write and perform poem		<b>Poetry - patterned poem</b> <u>Suggested outcomes</u> Read, write and perform poem	
<u>Suggested texts/authors/ topics</u> Mixed Up Fairy Tales by Nick Sharratt Ten Things Found in a ****'s Pocket by Ian McMillan (model list poems for expanded noun phrases)	<u>Suggested texts/authors/ topics</u> Aesops Fables (Orchard) by Michael Morpurgo Anansi stories ( various)	<u>Suggested texts/authors/ topics</u> The Lost Happy Endings by Carol Ann Duffy The Wolf's Story by Toby Forward Chaperon Rouge (Film narrative on Literacy	<u>Suggested texts/authors/ topics</u> The True Story of The Little Pigs by Jon Scieszka  The Three Little Wolves and the Big Bad Pig by Eugene Trivizas	<u>Suggested texts/authors/ topics</u> Leon and the Place Between by Graham Baker-Smith	<u>Suggested texts/authors/ topics</u> Storm by Kevin Crossley-Holland The Iron Man by Ted Hughes Krinklekrax by Philip Ridley

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## Year 4

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Fiction - Narrative with a focus on story settings</b>	<b>Fiction - Playscripts</b>	<b>Fiction - Narrative with a focus on character description</b>	<b>Narrative - Traditional tale (myths/quests)</b>	<b>Narrative - Adventure story featuring suspense and action</b>	
Write a narrative with a focus on effective setting description	Suggested outcome - Write and perform a play focusing on dramatisation including stage directions and playscript structure	Suggested outcome - Narrative with a focus on effective character description	Suggested outcome - write an Indigenous Australian Dreamtime story focusing on effective characterisation, interweaving dialogue and action	Suggested outcome - write a story featuring suspense and action and effective opening and ending	
<b>Non-Fiction - Persuade</b>	<b>Non- Fiction - Recount</b>	<b>Non- Fiction - Explanation</b>	<b>Non Fiction - Discussion text</b>	<b>Non fiction - Report</b>	<b>Non fiction - Recount</b>
<u>Suggested outcomes</u> Write a speech / letter persuading an audience of a particular point of view	<u>Suggested outcomes</u> Write a biography with headings and subheadings for Black History Month	<u>Suggested outcomes</u> Write an explanation of a process	<u>Suggested outcomes</u> Write a speech exploring 'for' and 'against' arguments	<u>Suggested outcomes</u> Write a non-chronological report based on notes gathered from a range of sources	<u>Suggested outcomes</u> Write a newspaper report outlining events
<b>Poetry - Free Verse</b> <u>Suggested outcomes</u> Read, write and perform poetry		<b>Poetry - Patterned poem (Kennings)</b> <u>Suggested outcomes</u> Read, write and perform poetry Recite some narrative poetry from memory - read and respond		<b>Poetry - Collage poetry</b> <u>Suggested outcomes</u> Read, write and perform poetry Research a poet Personal responses to poetry	
<u>Suggested texts/authors/ topics</u> Gregory Cool by	<u>Suggested texts/authors/ topics</u> Primary drama -	<u>Suggested texts/authors/ topics</u> Explanation of water	<u>Suggested texts/authors/ topics</u>	<u>Suggested texts/authors/ topics</u>	<u>Suggested texts/authors/ topics</u>

Caroline Binch	discovery of the tomb	cycle Once upon a raindrop - James Carter The Rhythm of the Rain - Grahame Baker-Smith		Varjak Paw	Non-fiction - Fairytale News by Colin Hawkins  Non-fiction - The Fairytale Times by Zainib Mian
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**Year 5**

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Narrative - Traditional tales/Legends</b>	<b>Narrative - stories from other cultures/historical fiction</b>	<b>Narrative - suspense and mystery</b>	<b>Fiction from our literary heritage (Shakespeare)</b>	<b>Narrative - Traditional tales/Legends</b>	<b>Narrative - adventure</b>
<u>Suggested outcomes</u> Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.	<u>Suggested outcomes</u> Short stories with a focus on one narrative technique or theme.	<u>Suggested outcomes</u> Develop skills of building up atmosphere in writing e.g. passages building up tension	<u>Suggested outcomes</u> Explore a text in detail. Setting and character description. Diaries (varying point of view). Character studies (hybrid text types)	<u>Suggested outcomes</u> Develop skills of building up description, imagery. Focus on control and vocabulary choices.	<u>Suggested outcomes</u> Short narrative extracts. Atmosphere/setting descriptions.
<b>Non-Fiction - Recounts (News reports)</b>	<b>Non-Fiction - report</b>	<b>Non-Fiction - explanation</b>	<b>Non-Fiction - discussion</b>	<b>Non-Fiction - report/instructions</b>	<b>Non-Fiction - Balanced argument, letters, diaries etc</b>
<u>Suggested outcomes</u> Write a news report of an 'unfolding event', including detail expressed in ways that will engage the reader/viewer.	<u>Suggested outcomes</u> Non-chronological reports or information leaflets comparing subjects.	<u>Suggested outcomes</u> Children to design a machine or contraption and explain how it works. (Include hybrid elements of instructional writing)	<u>Suggested outcomes</u> Write up a balanced discussion presenting two sides of an argument, following a debate	<u>Suggested outcomes</u> A report - perhaps linked to the narrative - e.g. a magical object used by the knights of Camelot? (Instructions for how to activate the object?)	<u>Suggested outcomes</u> Opportunities for independent writing - progression from text types already covered this year: Write up a balanced argument presenting both sides. Present a point of view in the form of a letter and/or diary selecting style and vocabulary appropriate to the reader and the register (formal/informal)

<p>Poetry - Spoken word</p> <p><u>Suggested outcomes</u> Listen to, read and respond to poetry/raps. Experiment with writing their own.</p>		<p>Poetry - Cinquain</p> <p><u>Suggested outcomes</u> Read and respond to cinquains. Experiment with writing their own. Read, write and perform.</p>		<p>Poetry - Classic poetry</p> <p><u>Suggested outcomes</u> Language exploration. Identify features. Read, write and perform.</p>	
<p><u>Suggested texts/authors/ topics</u> Legend of Robin Hood Tuesday (Picture book)</p>	<p><u>Suggested texts/authors/ topics</u> Dragonology Arthur and the Golden Rope? The Saga of Erik the Viking?</p>	<p><u>Suggested texts/authors/ topics</u> The Light Jar Until I met Dudley</p>	<p><u>Suggested texts/authors/ topics</u> The Tempest</p>	<p><u>Suggested texts/authors/ topics</u> Legend of King Arthur</p>	<p><u>Suggested texts/authors/ topics</u> Kensuke's Kingdom Jabberwocky</p>

Year 6

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Narrative - Historical Fiction.</b> Diary entry (writing as a character)	<b>Narrative - suspense/ setting/ atmosphere descriptions</b>	<b>Narrative - Adventure/ quest: review key narrative technique e.g. creating characterisation with dialogue to advance action, atmosphere, setting etc</b>		<b>Narrative - Film narrative</b>	
<u>Suggested Outcomes</u> Write an action scene from 3rd person perspective  Writing in role using a distinctive voice - diary entry	<u>Suggested Outcomes</u> Write a section of narrative (or several narratives) based around a setting/ atmosphere description.	<u>Suggested Outcomes</u> A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique		<u>Suggested Outcomes</u> A single extended narrative.	
<b>Non-Fiction - Letter Writing</b>	<b>Non-Fiction - Reports</b>	<b>Non-Fiction - Non-chronological Report</b>	<b>Non-Fiction - Balanced Arguments</b>	<b>Non-Fiction - Persuasion</b>	
<u>Suggested outcomes</u> Letters both fiction (in character) and non-fiction (as self).	<u>Suggested outcomes</u> A report about a real-life or fictional event (based around class text) - Choose an appropriate style and form of writing to fit a specific style or purpose and audience drawing on knowledge of different non-fiction text (newspaper reports).	<u>Suggested outcomes</u> 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.	<u>Suggested outcomes</u> A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.	<u>Suggested outcomes</u> Construct an argument 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. Persuasive letters, debate, report etc.	

<p><b>Poetry - Classic Poetry</b>  <u>Suggested outcomes</u>  Interpret poems explaining how the poet creates shades of meaning. Justify own views and explain underlying themes. Different poetic forms,</p>		<p><b>Poetry - Free verse - Poems with imagery</b>  <u>Suggested outcomes</u>  Explain the impact of figurative and expressive language, including metaphors, similes and personification. Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing.</p>	<p><b>Poetry - Performance Poetry</b>  <u>Suggested outcomes</u>  Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form. Use actions, sound effects, musical patterns, images and dramatic interpretation. Invent nonsense words and situations and experiment with unexpected word combinations. Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour.</p>
<p><u>Texts/authors/ topics</u>  World War 1 - Percy.  Diary entries in character.  Letter to new teacher.  Letters from trenches.  War Horse by Michael Morpurgo</p> <p>Or WW2 - Letters from the Lighthouse</p>	<p><u>Texts/authors/ topics</u>  Francis / Alma</p> <p>Uncle Montague's Tales of Terror - Chris Priestley (setting)</p> <p>Christmas Dinner of Souls - Ross Montgomery (character)</p> <p>The Raven - Edgar Allan Po</p> <p>The Listeners - poem -Walter De La Mare</p> <p>Flannan Isle - poem</p> <p>Kevin Crossley Holland - Short &amp; Scary</p> <p>Newspaper</p>	<p><u>Texts/authors/ topics</u>  Percy Jackson  Myths &amp; Legends - Rick Riordan</p> <p>Geography - Palm Oil / deforestation</p>	<p><u>Texts/authors/ topics</u></p> <p>Suggestion: Journey, Quest and Return - Aaron Becker</p>