



## Cherry Orchard Primary School English Curriculum Overview

STRUCTURE Week 1: Poetry Week 2-4: Fiction Week 5-6: Non-fiction		Autumn 1 Whatever the weather		Autumn 2 Jurassic Giants		Spring 1 Choices, choices		Spring 2 Toy Story		Summer 1 BESIDES THE SEA		Summer 2 Ruling Royals	
Year 1		FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION
Refer to toolkits document	GENRE	A finding tale	Instructions	A tale of belonging	Information text	Portal story	Discussion	A tale of quest	Recount of Toy Museum trip	Tale of problem solving	Persuasion	Tale of defeating a monster	Explanation
	TEXT	The Storm Whale	How to care for a lost whale	Tyrannosaurus Drip	Tyrannosaurus Drip Dinosaur reference books	Jack and the Beanstalk	Should Jack have climbed the beanstalk?	Lost in the Toy Museum	Model recount text	The Lighthouse Keeper's Lunch	Model persuasive advert	George and the Dragon	What do you need to catch a dragon?
Ensure language features progression. document is referenced alongside planning	MAIN GRAMMAR FOCUS - (to be taught discreetly in early morning work, grammar games and should be visible in writing outcome)	Speech Full stops/capital letters	Opener and conjunctions (first, next, then, after)	Adjectives Simple connectives  Embellished simple sentences	Technical vocabulary Varied connectives and sentence starters for coherence	Openings and endings  Openers (Including 'ly' openers)	Reasoning (explaining your answer)  Suffixes added to verbs	First person and character describing emotion and setting  Adjectives Alliteration Compound sentences	Past tense and time connectives	Formalities of letter writing – opening/ends, layout - paragraphing, persuasion, Emotive and often deceptive language	Emotive language, layout, opening/endings, alliteration	Story structure Punctuation for effect	Causal connectives and sentence starters for coherence  Compositional voice – child's personality and character
	OUTCOME (end written product)	Narrative 1)Imitation – straight retell 2)Innovation (change character)	Instructions	Character description 1)Missing poster 2) Wanted posted	Information leaflet	Narrative 1)Innovation 2)Invention – a portal story	PEE – point, evidence, explain. Justifying opinions	Diary 1)model/shared entry 2) independent character diary	Recount of visit in style of news broadcast (filmed)	Persuasive letter of advice in character	Advert (video recorded written and drawn) – how to animal proof your lunch basket/bag	Narrative 1)Imitation 2)Innovation	Explanation guide (handout)
Suggested supporting reading texts (these can be used for examples of grammar work as well as extending knowledge and vocabulary of theme)		Whatever Next, On the way home, Snail and the Whale		Dinosaur reference books, Giganotosaurus, Harry and a Bucket full of dinosaurs		The Tunnel, The Magic Key, Alice in World		Toy Story, Traction Man, information books on toys		Where the wild things are, Kipper's Toybox, The Smartest Giant in Town, Monkey Puzzle, Lost, Lost & Found,		Rapunzel, Little Red Riding Hood, Billy Goats Gruff, information texts about castles and towers	



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STRUCTURE Week 1: Poetry Week 2-3: Fiction Week 4-5/6: Non-fiction		Autumn 1 Rags and riches		Autumn 2 Remember, Remember!		Spring 1 The Jury's out!		Spring 2 Marvellous medicines		Summer 1 London's Burning		Summer 2 Dashing Defeat	
Year 2		FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION Go over half term		FICTION	NON-FICTION	FICTION	NON-FICTION
Refer to toolkit document	GENRE	Transformation /journey tale	Persuasion letter from Cinderella to her step mother	A warning tale	Instructions-recipe	Tale of Quest	Recount-Journalistic writing	A defeating Tale/Quest		Tale of Fear	Instructions and Discussion	A finding tale	Explanation
	TEXT	Cinderella	Can I go to the ball? – share write	Gunpowder Guy	17 <sup>th</sup> century fruit tart recipe	3 Little Pigs	The TRUE story (use the guardian advert as hook)	George's Marvellous Medicine		The Baker's Boy and the Great Fire of London	London Fire brigade literature – instruction manuals	The Frog Prince continued...	How a dragon trap works
Ensure language features progression document is referenced alongside planning	<b>MAIN GRAMMAR FOCUS</b> - (to be taught discreetly in early morning work, grammar games and should be visible in writing outcome)	Beginnings and ending, two adjectives to describe the noun, similes Full stops, capital letters	Persuasive language, generalisers, suffices Question marks	Emotive language, secure use of compound sentences, types of sentences (see progression document)	Instructional language (strict chronological order)  Stylistic features for description	Setting/ character  Emotive language – persuasion  Vary openers  Subordinating conjunctions  Question marks (rhetorical question)	Reported speech (can expose children to direct speech using speech marks)  Tenses	Punctuation/ paragraphing/ speech/tenses etc.  Skills already taught throughout year so far in preparation for Summer 1 fiction write- refer to KS1 Writing Assessment Checklist		Character actions  Setting  Prepositions	Structure-grouping of related facts/subheadings/facts into sentences Generalisers for information	Character  All grammar knowledge so far recap	Series of logical explanatory steps
Recount outcome from experiences after each trip/visit – linking appropriate grammar and structure	OUTCOME (end written product)	Narrative 1)Top Trumps – character profiling 2) Imitation – straight retell	Persuasive letter 1)Model ball letter 2) Innovation - own journey	Diary entry based on real events	Recipe – Paragraphed Written Method	Letter in character to the judge/jury (pleading innocence) Wolf AND/OR pigs	Drama outcome of trial (Guardian clip)  Newspaper reporting trial	1)Short burst writing in the style of Roald Dahl (initial immersion)  2)Independent application: Letter of apology to Grandma/ Grandma response to George – army days(1 week)  Feeds into.. 3)Short chapter Grandma army (spin off)  If time (pm sessions) How to make my potion... Advert for potion		Narrative of experience third person	Instruction manual (how to stay safe in a fire)  Socratic dialogue- Who was to blame for the fire spreading? PEE	Narrative 1)imitation (oral) 2)innovation 3)invention (independent application)	How to guide....Poster – diagrams etc
Suggested supporting reading texts (these can be used for examples of grammar work as well as extending knowledge and vocabulary of theme)		Other fairy tales (e.g. for opening and ending ideas)	Other fairy tales (e.g. for opening and ending ideas)	Information texts around Gunpowder Plot	Recipe methods from range of chefs/recipe books: Nigella, Heston, Delia (support stylistic features)	The real story of the 3 Little Pigs; Goldilocks and the 3 Bears; Little Red Riding  <b>Start reading George's Marvellous Medicine</b>		Roald Dahl extracts – author style – link with grammar and whole class reading		Character descriptions/ settings in the style of Roald Dahl George's marvellous medicine  Pre read The Frog Prince ready for next term		George and the dragon/ David and Goliath,	



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STRUCTURE Week 1: Poetry Week 2-4: Fiction Week 5/6: Non-fiction		Autumn 1 Prehistoric!		Autumn 2 CUNNING CREATURES		Spring 1 SECRETS OF NATURE (visit to Chislehurst Caves)		Spring 2 RISE OF THE ROMANS		Summer 1 AMAZING INVENTIONS		Summer 2 Contrasting Concepts	
Year 3		FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION
Refer to toolkits document	GENRE	Portal Story	Instructions	Defeating the monster	Recount – news report	A finding tale	Recount	Myth/Tale of Quest	Persuasive	Portal Story	Persuasion and discussion	Tale of Quest	Informative advert
	TEXT	The Stone Age Boy	How to trap a bear	Krindlekrax	What really happened to Corky?	Chalk by Bill Thomson	The cave trip	Remus and Romulus	Julius Caesar Speech	The Day I was Erased	Invention Time travel	The Boy at the Back of the Classroom	Article 2: Rights Respecting School
Ensure language features progression document is referenced alongside planning	MAIN GRAMMAR FOCUS (to be taught discreetly in early morning work, grammar games and should be visible in writing outcome)	Setting  Punctuation (including speech)  Tense	Chronological order/layout  Precise clear language to give information (Y2 recap)  Technical vocabulary (linked to stone age/tools etc)	Action – vocabulary Description  Prepositions  Comparatives/ Superlatives  Clauses	Appropriate use of pronoun or noun to avoid ambiguity  Full punctuation for direct speech  Speculative sentences	Scene description  Prepositions revisit  Adverbial phrases  Powerful verbs	Recount structure  Past tense	Written style-character, hero, villains  Varied punctuation  Vary long and short sentences for description/emphasis	Speech-  Figurative language, modal verbs  Pattern of 3 for persuasion	Character/Setting  Develop use of complex sentences with range of subordinating conjunctions  'ing' clauses as starters  Sentence of 3 for description	Persuasion  Emotive language,	Emotive language  Persuasive	Main message on poster  Headlines  Captioning
	OUTCOME (end written product)	1)imitation 2)innovation	Instructional Manual on how to trap a bear	Poetry  Diary entry – Elvis  Retell chapter	Recount – witness statements  Newspaper report	1)1st person scene description  2)Narrate story	Recount in the form of a letter to a friend	Narrative 1)imitation 2)innovation 3)independent application (Roman myth following structure)	Powerful leadership speech 1)oral imitation 2)independent application PERFORM	1)Chapter 2)Invention/innovation Narrative written in style of author (portal story)	Persuasive advert of their own invention  Socratic Discussions surrounding the pros and cons of an invention – reasoned-Socratic Dialogue (oral and short PEE)dialogue	Diary in character (refugee)  Letter to the Queen	Photographic Poster on rights respecting – photography – include main statement/message
Suggested supporting reading texts (these can be used for examples of grammar work as well as extending knowledge and vocabulary of theme)		UGG Boy Genius of the Stone Age, setting books		Information books on crocodiles Action extracts  News reports for structure		Descriptive writing extracts  The tunnel (Anthony Browne)		Other Roman myths Start to read Charlie and the Chocolate Factory class novel		Famous speeches Roman information books for context  Invention information –adverts		Information on refugees  Rights Respecting School	



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<b>STRUCTURE</b> Week 1: Poetry Week 2-4: Fiction Week 5/6: Non-fiction		Autumn 1 <b>TOMB RAIDERS</b>		Autumn 2 <b>Outcast!</b>		Spring 1 <b>Tip of the iceberg</b>		Spring 2 <b>KNOWLEDGE IS POWER</b>		Summer 1 <b>Secrets of science</b>		Summer 2 <b>Out of Africa</b>	
Year 4		FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION
Refer to toolkits document	<b>GENRE</b>	Tale of Fear	Information text or leaflet	Rags to Riches	Explanation	Warning Tale	Persuasion/ Recount	A tale of quest	Newspaper	Journey story	Persuasion  (Biography)	Rescue Tale	Explanation
	<b>TEXT</b>	Varjak Paw and Zelda Claw	How to care for your (wild) pet	The Egyptian Princess	Who built the pyramids? How mummification works?	The Iceberg scene – The Titanic	Advert for titanic holiday  Newspaper report	Iron Man	Attack of the Metal Monster	Matilda Effect	Matilda Effect- letter  (Biography on a female inventor)	The Fastest Boy	What happens to the body during long distance running?
Ensure language features progression document is referenced alongside planning	<b>MAIN GRAMMAR FOCUS</b> <small>(to be taught discreetly in early morning work, grammar games and should be visible in writing outcome)</small>	Suspense  Openings and endings  Expanded – ing clauses	Logical order  Paragraphs that begin with a topic sentence  Categories/ subheadings	Similes  Long and short sentences (long to enhance description)	Long and short sentences (long to enhance description/ information)  Prepositions	Descriptive Action-Sentence types/lengths  Punctuation for effect	Paragraphs  Speech types	Character, cliff hangers, action	Stylistic features of newspaper  Fact-opinion  Headlines – emotive language/ alliteration	Character-  Frontal adverbs	Repetition to persuade  Endings- personal opinion/warning/question /encouragement	Description  Consolidate grammar skills/ knowledge to date according to need	Casual connective and sentence starters for coherence  Technical vocabulary
	<b>OUTCOME</b> <small>(end written product)</small>	1)Imitation 2)Innovation 3)invention suspense story	Information leaflet	Top trump cards – character descriptions	Explanation on mummification – museum audio tour guide (script)	Iceberg hit – first person narrative	Newspaper article	Letters and diary entries in character	Newspaper 1)imitation 2)innovation	Character study  Chapter retell  Chapter invention	Persuasive formal letter of complaint	Personal Narrative-diary  Innovation – comic style  Invention personal narrative	Cross curricular Science – explanation pamphlet
Suggested supporting reading texts <small>(these can be used for examples of grammar work as well as extending knowledge and vocabulary of theme)</small>		Isis and the Osiris and other Egyptian Myths, Who built the pyramids?		Suspense extracts Information texts on pets/cats		Reading around the Titanic Edward Tulane (extracts)		The Conquerors (class novel)		Information on female scientists		Fly Eagle Fly Village that vanished	



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STRUCTURE Week 1: Poetry Week 2-4: Fiction Week 5/6: Non-fiction		Autumn 1 Enchanted Worlds		Autumn 2 Victorious Victorians		Spring 1 Extreme Environments		Spring 2 Capital Culture		Summer 1 It's All Greek To Me!		Summer 2 Law and Order	
Year 5		FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION	FICTION	NON-FICTION
Refer to toolkits document	<b>GENRE</b>	Fictional  Non chronological report	Discussion text	Warning tale	Recount (information)	A journey story	Information Instructions	Losing Tale	News report (informative)	Modern Myth	Recount	A finding Tale	Inspirational speeches
	<b>TEXT</b>	Tree Giants	Climate – Global warming	Street Child	Newspaper report- Victorian life	Ice Trap! (Ernest Shackleton's expedition) (not to learn as a model text)	David Attenborough transcript  Survival Guide	The London Eye Mystery;	Missing person report	Who let the Gods out?	Greeks theme	Trash – Andy Mulligan	Article 24: Rights Respecting School-linked to the children of Manila
Ensure language features progression document is referenced alongside planning	<b>MAIN GRAMMAR FOCUS</b> (to be taught discreetly in early morning work, grammar games and should be visible in writing outcome)	Description  Sentence structure/length	Formal and impersonal style  Varied connectives and sentence starters for coherence  Use of PEE to exemplify key points  Quotations	Character Setting description  Expanded -ed clauses as starters  Indicating degrees of possibility- modal verbs and adverbs	past tense 3 <sup>rd</sup> person  Sentence reshaping technique (lengthening /shortening for meaning/ effect)	'Empty words'  Varied punctuation use  Sentence types  Developed use of technical vocabulary	Present tense  Formal and impersonal  Generalisation  Instructional language  Imperative verbs	Character voice  Use of different sentence structures for effect  Sentence reshaping techniques	Information presented in unbiased way  Detail where necessary Varied connectives and sentence starters	Setting/ description Written style  Develop complex sentences (subordination)  Elaboration of starters using adverbial phrases	Past tense  Time connectives and sentence starters for coherence	Rhetorical questions  Personification  Consolidation of word structure/ language	Indicating degrees of possibility  Punctuation  Powerful language
	<b>OUTCOME</b> (end written product)	1)imitation 2)innovation	<b>Essay-</b> Presenting a reasoned view	Chapter rewrite-workhouse	The Great Stink – news report	Recount (including setting description)	1)Attenborough style documentary  2)Survival guide	Split narrative – Ted/Kat	Missing person police report (televised)	Modern Myth 1)imitation 2)innovation 3)independent application	Battle of the marathon recount	Reflective log throughout to capture emotions (linked to Trash child characters)	Speech supporting Article 24
Suggested supporting reading texts (these can be used for examples of grammar work as well as extending knowledge and vocabulary of theme)		Medusa and Perseus and other Greek myths		Street Child, Oliver Twist extracts, Little Match Girl A Christmas Carol (Picture book Lesley Sims)		Other non-fiction		Storm Breaker; Staying out/ the lost/ the noise – Model texts		The Night Café		The Magna Carta Chronicles; Stig of the Dump  <a href="https://prezi.com/lgsr0_fkwbwt/trash-by-andy-mulligan-lesson-1-7/">https://prezi.com/lgsr0_fkwbwt/trash-by-andy-mulligan-lesson-1-7/</a>	



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STRUCTURE Week 1: Poetry Week 2-4: Fiction Week 5/6: Non-fiction		Autumn 1 Library Legacy		Autumn 2 Survival		Spring 1 Journey		Spring 2 Scandal! Macbeth		Summer 1 Scandal! Cont. SATS		Summer 2 Home from Home	
Year 6		FICTION	NON-FICTION	FICTION	Non-fiction	FICTION	Non-fiction	FICTION	NON-FICTION	NON-FICTION		FICTION	NON-FICTION
Refer to toolkits document	<b>GENRE</b>	A Tale of Discovery	Information	Tale of Loss	Persuasive	Tale of overcoming loss	Persuasive/Information	Tale of quest	Newspaper Report  Recount	Recount (fictional)	Recount Biography	LINKED TO PRODUCTION	Reports
	<b>TEXT</b>	Falling Angels – Colin Thompson	The Holiday	Breadwinner	Kingswood	Parvana's journey	Parvana's journey and Malala's Ted Talks	Macbeth plus poetry	Macbeth	Macbeth		The Landlady	The Bad Holiday Review
Ensure language features progression document is referenced alongside planning	<b>MAIN GRAMMAR FOCUS</b> (to be taught discreetly in early morning work, grammar games and should be visible in writing outcome)	Character descriptions Setting descriptions  Clauses Active/Passive sentences	Structure  Rhetorical questions  Hyphens  Technical/topical language	Informal/formal use of personal pronouns Speech (indirect/direct) dialogue	Persuasive vocabulary  Expanded noun phrases  Developed rhetorical questions for persuasion	Writing for purpose and audience – choosing technique Embedded clauses.  Shifts in formality	Models  Formal/informal  Personal pronoun  Punctuation – commas	Rhyme  Structure of genres  Appropriate style – Author style/language	Emotive language/bias  Headlines  Varied Speech type  Structure	Consolidation of word structure/language and sentence types – refer to KS2 Writing Assessment Checklist	Past tense  Coherence (time connectives/sentence starters)  Specific and descriptive detail		Structure  Composition
	<b>OUTCOME</b> (end written product)	Narrative – adventure  Peabody's story – how she came to be the guardian of the miscellaneous section  Spine poems	Holiday Brochure	Split narrative  Journalistic interview	Innovative Leaflet-Kingswood	Diary entry	Agony aunt-advice magazine article	Spell poems  Telegram – King to Banquo	Tabloid style report on trial	Formal letter in character Letter – Lady Macbeth and prophecies	Shakespeare - Biography	SUBJECT TO PRODUCTION	Mystery Shopper report
Suggested supporting reading texts (these can be used for examples of grammar work as well as extending knowledge and vocabulary of theme)		The Breadwinner		The landlady Mud City		Parvana's Journey		Romeo & Juliet, Hamlet, Tempest				The Landlady Holiday Reviews- trip advisor	

