

## Tillington Manor Primary School English Coverage

	Autumn Term		Spring Term		Summer Term	
	6 weeks and 4 days	7 weeks	7 weeks	5 weeks	6 weeks	7 weeks
Y1	Me and my world		Castles and Turrets		Explorers	
Writing to Inform (Non-Fiction)	Black History Month (1-week cycle) Factfile on Ruby Bridges	Instructions for making a sandwich (1 week) - Teddy Bear's picnic	Instructions to make a castle (1 week)  Alice in Wonderland (2 weeks) - Recount	National Science Week (1-week cycle) Report (encyclopaedia entry)	Aliens Love Underpants - recount of aliens crash landing (3 weeks)	Man on the Moon - recount of Bob's life (3 weeks)
Writing to entertain (Fiction)	Jasper's Beanstalk (2 weeks) - retell  Where the Wild Things Are (2 weeks) - retell	The Teddy Bears' Picnic (3 weeks) - retell  Lost in a Toy Museum (3 weeks) - retell	A Kiss that Missed (3 weeks) - retell	The Three Little Pigs (3 week) - retell  World Book Day (1-week cycle)	Meerkat Mail (3 weeks) - retell events	Lost and Found (3 weeks) - retell
Poetry	National Poetry Day (1-week cycle) Riddles		Calligrams - Dragons (1 week)			Acrostic Poem (1 week)
Topic links						Tree - seasons come, seasons go
End of year outcomes	<p>➤ Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)</p> <p>➤ Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</p> <p>National Curriculum Expectation: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by: <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ composing a sentence orally before writing it</li> <li>○ sequencing sentences to form short narratives</li> <li>○ re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>					

## Tillington Manor Primary School English Coverage

	Autumn Term		Spring Term		Summer Term	
Y2	Big Lights, Big City		African Adventure		Seaside	
Writing to Inform (Non-Fiction)	Black History Month (2-week cycle) - Mary Seacole (letter to persuade)	Samuel Pepys Recount - Diary writing (2 weeks)  Non Chronological Report on GFL (2 weeks)	Alice in Wonderland - Whole School (2 weeks) - persuasive review	World Book Day (1 week)  National Science Week (1-week cycle) Explanation	Report writing - Florence Nightingale (3 weeks)	Persuasive Leaflet on Llandudno (3 weeks)
Writing to entertain (Fiction)	Toby and the Great Fire of London (3 weeks) - retell	Paddington and the Grand Tour (3 weeks) - retell	Gruffalo (3 weeks) - character description  Handa's Surprise (2 weeks) - retell	The Enormous Crocodile (2 weeks) - retell	Lighthouse Keeper's Tea (3 weeks) - retell	The Littlest Lighthouse Keeper to the rescue (3 weeks) - retell
Poetry	National Poetry Day (1-week cycle) Diamantes			Rumble in the Jungle Free Verse (1 week)	Haiku (1 week)	
Topic				Instructions for Fruit Salads (1 week)		
End of year outcomes	<ul style="list-style-type: none"> <li>➤ Narrative features beginning to be developed including opening, middle and ending and events in a chronological order</li> <li>➤ Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poems</li> <li>➤ Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately</li> </ul> <p>National Curriculum Expectation: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>○ writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ writing about real events</li> <li>○ writing poetry</li> <li>○ writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or key words, including new vocabulary</li> <li>○ encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul>					

## Tillington Manor Primary School English Coverage

	<ul style="list-style-type: none"> <li>make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>					
	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Y3</b>	<b>Stone Age</b>		<b>Egyptians</b>		<b>Natural Disasters</b>	
<b>Writing to Inform (Non-Fiction)</b>	Instructions - How to wash a Woolly Mammoth (2 weeks)  <b>Black History Month (1-week cycle)</b> - Rosa Parks - letter of complaint to the bus company (persuasive)	Report linked to the Stone Age (2 weeks)	Alice in Wonderland (2 weeks) - Theatre review	Explanation of Mummification (2 weeks)  <b>National Science Week (1-week cycle)</b>	Recount trip to ThinkTank (2 weeks)	Non Chronological report on Natural Disasters (2 weeks)
<b>Writing to entertain (Fiction)</b>	The Stone Age Boy (3 weeks) - first or third person narrative	The Iron Man (3 weeks) - character description	The Pharaoh in the Bath (3 weeks) - using dialogue in a narrative  The Egyptian Cinderella (2 weeks) - character description	Zoo - Anthony Browne (1 week)  <b>World Book Day (1 week)</b>	The Firework Maker's Daughter (3 weeks) - description	The Pebble in my pocket (3 weeks) - first person narrative  The Lava Song (3 weeks) <a href="https://www.youtube.com/watch?v=uh4dTLJ9q9o">https://www.youtube.com/watch?v=uh4dTLJ9q9o</a> - events sequenced to create chronological plots
<b>Poetry</b>	<b>National Poetry Day (1-week cycle)</b> Clerihews - this could be slightly less than a week if needed	Narrative poetry (free verse) - The Coming of the Iron Man (2 weeks)			Limerick (1 week)	
<b>Topic</b>				Recount of trip (Twycross)		
<b>End of year outcomes</b>	<ul style="list-style-type: none"> <li>➤ In non-narratives, simple organisational devices including headings and sub-headings aid presentation.</li> <li>➤ Paragraphs are used independently to group related information.</li> <li>➤ Main features of story structure are present - beginning, middle and clearly developed resolution</li> </ul>					

## Tillington Manor Primary School English Coverage

<p><b>NOTE - SWAP STONE AGE AND NATURAL DIASTERS</b></p>	<p>National Curriculum Expectation: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a> NC</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>					
	Autumn Term		Spring Term		Summer Term	
Y4	The Greeks		The Great Outdoors		The Romans	
Writing to Inform (Non-Fiction)	<p><b>Black History Month (2-week cycle)</b> - Discussion</p>	<p>Persuasive Brochure writing on Greece to create a leaflet or brochure (2 weeks)</p> <p>Report on Daily Life in Greece (2 weeks)</p>	<p>Alice in Wonderland (2-week cycle) - Recount</p>	<p><b>National Science Week (1-week cycle)</b></p>	<p>Explanation (2 weeks) - how to be a Roman soldier</p>	<p>Instructions (2 weeks) - making an electrical circuit</p>
Writing to entertain (Fiction)	<p>Myths and Legends - Theseus and the Minotaur (1 week)</p> <p>Character description</p> <p>Retell Icarus (3 weeks)</p>	<p>Who Let the Gods out? (3 weeks)</p>	<p>Skyhawk (3 weeks) - writing from another character's point of view</p> <p>Skyhawk (2 weeks) - setting description</p>	<p><b>World Book Day (1-week cycle)</b></p> <p>When the Mountains Roared (3 weeks) - retell</p>	<p>Escape from Pompeii (3 weeks) - character description</p>	<p>Tiger Tiger (3 weeks) - writing from a different perspective</p>
Poetry	<p><b>National Poetry Day (1-week cycle)</b> Free verse</p>				<p>Tetractys (1 week)</p>	<p>Kenning (1 week)</p>

## Tillington Manor Primary School English Coverage

Topic				Discussion	Trip recount	Non-chronological report
End of year Outcomes	<p>➤ In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices</p> <p>➤ Consistent and appropriate use of the structure of the chosen non-narrative text type.</p> <p>➤ Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot</p> <p>National Curriculum Expectation: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a> NC</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>					
	Autumn Term		Spring Term		Summer Term	
Y5	Mayans		Rainforests		Anglo Saxons and Vikings	
Writing to Inform (Non-Fiction)	Recount (1 week) - Cadburys world  Black History Month (1-week cycle) - Martin Luther King factfile	Non-chronological Report on life in the time of the Mayans (3 weeks)	Alice in Wonderland (2 weeks) - Persuasive review  Discussion (2 weeks) - Rainforests	National Science Week (1-week cycle)	Biography - Alfred the Great (2 weeks)	Explanation (2 weeks) - how to lead a successful invasion  Newspaper report (2 weeks) - Anglo-Saxon/Viking invasion

## Tillington Manor Primary School English Coverage

Writing to entertain (Fiction)	The Chocolate Tree - Mayan Folk Tale (3 weeks) Narrative - retell	The Rainplayer (3 weeks) Tell the story from the point of view of Chac	The Explorer (3 weeks) - add an additional event to the story	Where the Forest Meets the Sea (3 weeks) - setting description  World Book Day (1-week cycle)	Beowulf -Michael Morpurgo (3 weeks) - character and setting description	Viking Boy (3 weeks) - narrative retell
Poetry	National Poetry Day (1-week cycle) Free Verse			Renga (1 week)	Senryus (1 week)	
End of year Outcomes	<p>Devices used to build cohesion within a paragraph. Tense choice and other devices to build cohesion within and across paragraphs</p> <p>Story structure is well developed, using paragraphs to mark changes of time, scene, action or person.</p> <p>A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.</p> <p>Use of fronted adverbials of time, place and number to link ideas across paragraphs independently</p> <p>National Curriculum Expectation: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>					
Y6	Autumn Term		Spring Term		Summer Term	
	Victorians and 19 <sup>th</sup> Century Stafford		Rivers		The Battle of Britain	

## Tillington Manor Primary School English Coverage

Writing to Inform (Non-Fiction)	Black History Month (2-week cycle) Discussion on Nelson Mandela and apartheid	Recount - diary entry (2 weeks) - linked to the Highwayman or Standon Bowers  Explanation (2 weeks) - an activity from Standon Bowers	Alice in Wonderland (2 weeks) - advanced persuasive text (adapting formality, passive voice, subjunctive form, language choices)	National Science Week (1-week cycle)	Newspaper report (2 weeks) - the Battle of Britain	Letter writing (2 weeks)
Writing to entertain (Fiction)	Cogheart (3 weeks) - shifts in mood and atmosphere	The Highwayman (2 weeks)	Floodlands (2 weeks) - building tension through language and sentence structure Floodlands (2 weeks) - write as a first person narrative	Wolf Brother (3 weeks) - telling part of the story from another character's point of view  World Book Day (1-week cycle)	Goodnight Mr Tom (3 weeks) - retell part of the story	Holes (3 weeks) - Narrative from the point of view of a lizard  Playscripts (link to production)
Poetry	National Poetry Day (1-week cycle) Free Verse		Iambic Pentameter (1 week)		Ottava Rima (1 week)	

## Tillington Manor Primary School English Coverage

### End of year Outcomes

- A range of organisational and presentational devices, including use of columns, bullet points and tables to guide the reader
- A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis)
- Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing.
- Ideas are mostly organised into appropriately sequenced sections or paragraphs which contribute to the overall effectiveness and shape of the text.

National Curriculum Expectation: Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précisising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear