



LONG TERM ENGLISH CURRICULUM OVERVIEW 2017/2018

Long Term English Plan across the Core and Wider Curriculum

Highlight one assessment piece for each term (this should match a genre with the Teacher's Moderation Toolkit list on the following page)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|---|---|---|
| Year 5 English Long Term Plan | Harry Potter: Fantasy fiction, Letter Writing Recount in role of a character from Harry Potter Poetry: Rap | Dracula: Non-Chronological report on Vampires Instructional Writing: How to kill a vampire Diary account: My encounter with a vampire Descriptive writing: Vampires | Fantastic Mr Dahl: Biographies/ Autobiographies (+ Extracts) Animal poems: Poetic techniques Rhyming Poetry | The mysteries of Harris Burdick: Horror stories Return to Titanic: An Unsinkable Ship Poetry Newspaper report Eye witness accounts of survivors | Cosmic: Persuasive writing: Design a cosmic theme park: Persuasive brochure/leaflet. | The HighwayMan: Narrative Poetry Love letters in role of Bess and Highwayman Debate: Should The Highwayman have been killed? Court case and newspaper report: Persuasive letter persuading the soldiers not to kill Highwayman |
| Year 5 English Across the Curriculum Long Term Plan | Science: Living Things: Report on animals | History – Anglo - Saxons 'What they don't tell you about The Saxons' - Fact File for Encyclopedia on Saxons and Celts - Report on Anglo-Saxons - Explanation of a scientific process (Dissolving) | Fairtrade: Design a leaflet/ brochure on Fairtrade Fairtrade Recipe | Mayan Mysteries: Write your own Mayan Mystery story Science: Account of scientific experiment | Science: Space – Explanation texts Account of a day in space Biography of Isaac Newton | Mad Mayans: Report on Mayans and why they were famous |



Teacher's Moderation Toolkit Writing Genres

Include two comparable pieces in each terms writing (preferable one across the wider curriculum).

| Year Group | Autumn Term | Spring Term | Summer Term |
|------------|---|---|--|
| 5 | Narrative – Recount of a disaster Character Portrait – Lady Macbeth Report - Mongolia Narrative – The Dream Giver Story Narrative – Lizzie Story (see book Appendix for prompt) | Non-Chronological Report - Snakes Non-Chronological Report – The Tongo Lizard Biography – David Attenborough Balanced Argument – Should we save the rainforests? Description – In the swamp Poetry – The Tiger | Newspaper Report – ‘Owlful Disasters’ – problems that Owls cause. Newspaper Report – Tornado Terror Recount – Diary of Weekend event Narrative – Story about a central character Persuasive Letter – Building a hotel in space |



| Genre | Text Type | F | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------|---|---|---|---|---|---|---|---|
| Personal Recount | Letter | | | | | | X | X |
| | Autobiography | | | | | | X | |
| | Diary/ Journal | | | | | | X | X |
| | Newspaper Report | | | | | | X | X |
| | Magazine Article | | | | | | | |
| | Write up of trip/ activity | | | | | | X | |
| | Account of a science experiment | | | | | | X | X |
| Impersonal Recount | Biography | | | | | | X | X |
| | Newspaper Report | | | | | | X | X |
| | Magazine Article | | | | | | | |
| | Encyclopaedia entry | | | | | | X | |
| | Obituary | | | | | | | X |
| | Account of observed science experiment | | | | | | | X |
| Report | Information leaflet | | | | | | X | |
| | Non-Chronological Write Up/ Report | | | | | | X | X |
| | Tourist guidebook | | | | | | | |
| | Encyclopaedia entry | | | | | | | X |
| | Magazine article | | | | | | | |
| | Catalogue | | | | | | | |
| | Magazine article | | | | | | | |
| Instructions | Recipe | | | | | | X | X |
| | Instructions on packaging e.g. cooking/ washing instructions. | | | | | | | |
| | Technical manual | | | | | | X | X |
| | Fiction 'how to' e.g. how to catch a star. | | | | | | | |
| | Non-fiction 'how to' book e.g. a sports/ arts skill | | | | | | X | |
| | Route finder | | | | | | | |
| | List of rules | | | | | | | |
| | Posters, notices, signs | | | | | | | |
| Explanation | Question and answer articles and leaflets | | | | | | | |
| | Encyclopaedia entry | | | | | | | X |
| | Explaining scientific processes. | | | | | | X | X |
| | Technical manual | | | | | | | X |
| Persuasion | Advertisement | | | | | | X | X |
| | Catalogue | | | | | | | |
| | Travel brochure | | | | | | X | |
| | Pamphlet from pressure group | | | | | | | |
| | Idea 'pitch' | | | | | | X | |
| | Political manifesto | | | | | | | |
| | Newspaper or magazine article | | | | | | | X |
| | Poster or flier | | | | | | | |
| | Book blurb | | | | | | X | X |
| | Letter | | | | | | X | X |
| Discussion | Leaflet giving balanced account on an 'issue' | | | | | | X | |
| | Newspaper article | | | | | | | X |
| | Non-fiction book/ essay on an 'issue' | | | | | | | X |
| | Write up of a debate | | | | | | X | X |
| Poetry | Rhyming | | | | | | X | X |
| | Non-rhyming | | | | | | X | X |
| | Expanding/ Contracting | | | | | | | X |
| | Shape | | | | | | | |
| | Rap | | | | | | | |
| | Free Verse | | | | | | | |
| | Narrative | | | | | | X | X |



Love God, Love each other, Love Learning

| ENGLISH | | | | | | |
|---------|--|--|---|---|--|--|
| | Term | | | | | |
| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 5 | <p><u>Unit 1:</u> <u>Narrative:</u> Writing 'Just So' Stories in the style of Rudyard Kipling (The Jungle Book)</p> <p><u>Non-fiction</u> Recounts/ Newspaper reports</p> <p><u>Poetry</u> Slam poetry</p> <p>Grammar: Adverbials and use of commas to separate clauses. Direct and Indirect speech</p> | <p><u>Fiction:</u> <u>Biographies/ autobiographies</u> Use of Roald Dahl & another significant author</p> <p><u>Non-Fiction</u> Instructions and explanations</p> <p><u>Poetry</u> Classic poems Lewis Carroll</p> <p>Grammar: A wide variety of conjunctions within complex sentences and expanded noun phrases Begin to expand on punctuation :/;</p> | <p><u>Fiction:</u> Short stories (mystery)</p> <p><u>Non-Fiction:</u> Arguments and debates</p> <p><u>Poetry</u> Classic narrative poems</p> <p>Grammar: Elaborated language of description A range of adverbials: time, manner, frequency for different purposes.</p> | <p><u>Fiction:</u> Shakespeare – Playscripts and drama</p> <p><u>Non-Fiction:</u> Persuasive Writing</p> <p><u>Poetry</u> Debate poetry</p> <p>Grammar: Active & Passive Semi-colons and dashes Secure understanding of commas to separate clauses</p> | <p><u>Fiction:</u> Classic novels (The Hobbit by JR Tolkein (fantasy narrative)</p> <p><u>Non-Fiction</u> Journalistic writing</p> <p><u>Poetry</u> Poetic style (Michael Rosen & Roger McGough)</p> <p>Grammar: Formal and informal speech Apostrophes</p> | <p><u>Narrative:</u> The Battle of the Kites – Leon Rosselson <u>Modern day fiction set in India / texts from different cultures</u></p> <p><u>Non Fiction:</u> Non-chronological reports</p> <p><u>Poetry:</u> The power of imagery</p> <p>Grammar: Understanding a wide range of technical grammatical terms: co-ordinating and sub-ordinating conjunctions</p> |