

English Curriculum

St Mary's Catholic Primary 2021/22



GREENFIELDS
EDUCATION

St Mary's unsequenced overview

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
Year 1	Stories with familiar settings 2 x 3 weeks	Setting descriptions x 2	Instructions x 2	Recount from personal experience 2 x 2 weeks	Informal letters 2 x 2 weeks	Shape poems and calligrams 2 x 1 weeks	Poetry – pattern and rhyme 2 x 1 week	Poetry on a theme (nature) 2 x 1 week	28 weeks
Year 2	Character description 2 x 3 weeks	Simple retelling of a narrative 2 x 3 weeks	Diary writing 2 x 3 weeks	Recount from personal experience x 2	Non-chronological report x 2	Instructions 2 x 2 weeks	Poems developing vocabulary 2 x 1 week	Poetry on a theme 2 x 1 week	34 weeks
Year 3	First person narrative descriptions 2 x 2 weeks	Dialogue through narrative (historical stories) 2 x 3 weeks	3 rd person adventure stories x 3	Formal letters to complain x 2	Non-chronological report 2 x 3 weeks	Advanced instructional writing 2 x 2 weeks	Performance poetry to include poems from other cultures 2 x 1 week	Poetry on a theme (emotions) 2 x 1 week	34 weeks
Year 4	First person diary entries (imaginative) 2 x 2 weeks	Third person adventure stories 2 x 3 weeks	1 st person narrative recount x 2	Persuasive letter writing x 2	News reports 2 x 2 weeks	Explanation text 2 x 2 weeks	Poems which explore form 2 x 1 week	Narrative form poetry 2 x 2 weeks	34 weeks
Year 5	Third person stories set in another culture 2 x 3 weeks	Shakespeare (playscripts and a simple retelling) 2 x 2 weeks	Dialogue through 3 rd person narrative x 2	Explanatory text x 2	Balanced argument (2 x 2 weeks)	Formal letters 2 x 2 weeks	Poems that use word play (2 x 1 week)	Poems which explore form 2 x 1 week	34 weeks
Year 6	First person stories 2 x 2 weeks	Extended narrative in the first person 2x2 weeks	News report 2 x 2 weeks	Formal and informal letters 2x2 weeks	Explanation texts 2x2 weeks	Motivational speeches 2x2 weeks	Shakespeare (sonnets) 2 x 1 weeks	Poems that create images and explore vocabulary 2 x 1 week	30 weeks

Year	Autumn	Spring	Summer
1	<p>Setting descriptions x 2 Block A Stories with familiar settings x3 Block A Pattern and Rhyme Poems x 1 Block A Poetry on a theme x1 Block A Instructions x 2 Block A</p>	<p>Setting descriptions x 3 Block B Stories with familiar settings x2 Block B Pattern and Rhyme Poems x 1 Block B Informal letters x 2 Block A Recount from personal experiences x 2 Block A Shape poems x 1 Block A</p>	<p>Instructions x 2 Block B Shape poems x 1 Block B Poetry on a theme x1 Block B Informal letters x 2 Block B Recount from personal experiences x 2 Block B</p>
2	<p>Non-chronological report x 2 Block A Recount from personal experience x 2 Block A Simple retelling of a narrative 2 x3 Block A Instructions 2x2 Block A Poetry on a theme 2 x1 Block A</p>	<p>Non-chronological report x 2 Block B Character description 2 x 3 weeks Block A Diary 2x3 Block A Instructions 2x2 Block B Poetry on a theme 2 x1 Block B Poems developing vocab x 1 Block A</p>	<p>Recount from personal experience x 2 Block B Character description 2 x 3 weeks Block B Simple retelling of a narrative 2x3 Block B Diary 2x3 Block B Poems developing vocab x 1 Block B</p>
3	<p>Formal letters to complain x 2 Block A Dialogue through narrative x 3 Block A First person narrative descriptions x 2 Block A Non chronological report x 3 Block A Performance Poetry to include poems from other cultures x 1 Block A Poetry on a theme x 1 Block A</p>	<p>Advanced instructional writing x 2 Block A Formal letters to complain x 2 Block B 3rd person adventure stories x 3 Block A Performance Poetry to include poems from other cultures x 1 Block B Poetry on a theme x 1 Block B First person narrative descriptions x 2 Block B</p>	<p>3rd person adventure stories x 3 Block B Dialogue through narrative x 3 Block B Advanced instructional writing x 2 Block B Non chronological report x 3 Block B</p>

4	<p>1st person narrative recount x 3 Block A First person diary imaginative x 2 Block A Explanation text x2 Block A Poem which explore form x 1Block A Narrative Poetry x 1 Block A 3rd Person adventure story x 3 Block A</p>	<p>Persuasive letter writing x 2 Block A 1st person narrative recount x 2 Block B News report x 2 Block A Poem which explore form x 1Block B Narrative Poetry x 1 Block B</p>	<p>Persuasive letter writing x 2 Block B First person diary imaginative x 3 Block B News report x 2 Block B Explanation text x2 Block B 3rd Person adventure story x 3 Block B</p>
5	<p>Explanatory text x 3 Block A Balanced argument x 2 Block A Formal letters x2 Block A Poems that use word play x1 Block A Poems which explore form x 1 Block A Dialogue through 3rd person narrative x 3 Block A</p>	<p>Third person stories set in another culture x3 Block A Shakespeare playscripts and a simple retelling x2 Block A Formal letters x2 Block B Poems that use word play x1 Block A Balanced argument x 2 Block B</p>	<p>Dialogue through 3rd person narrative x 3 Block B Explanatory text x 3 Block B Third person stories set in another culture x3 Block B Shakespeare playscripts and a simple retelling x2 Block B Poems which explore form x 1 Block B</p>
6	<p>Extended narrative in the first person x 3 Block A First person stories x2 Block A Shakespeare (sonnets) x1 weeks Block A Motivational speeches x 2 Block A Formal and informal letters x 2 Block A News report Block A x 2</p>	<p>First person stories x2 Block B Motivational speeches x 2 Block B Formal and informal letters x 2 Block B Explanation texts x 2 Block A Poems that create images and explore vocabulary x 1 Block A</p>	<p>News report Block B x 2 Extended narrative in the first person x 3 Block B Shakespeare (sonnets) x1 weeks Block B Poems that create images and explore vocabulary x 1 Block B Explanation texts x 2 Block B</p>

Success criteria

Ingredients for Success: Y4 News reports (Block B)				
Ingredient	Example	My work shows...		My teacher thinks...
Use the structure and organisation of a similar text to inform your writing	<i>Headline, by-line, images, captions</i>			
Use a formal tone	<i>In order to preserve them for future generations, many were taken apart block by block and reassembled a safe distance away.</i>			
Use the simple and progressive forms of the past tense	<i>The dam was designed to end the destructive cycle of floods that were causing so many problems for people living near the banks of the river.</i>			
Write in the third person	<i>he, they, their, it</i>			
Organise paragraphs around a key theme or point	<i>Topic sentences elaborated using additional detail</i>			
Use pronouns and conjunctions to aid the flow of your writing	<i>It was also meant to make vast new areas available for farming although some experts were claiming that it might harm the environment.</i>			
Include direct quotations, punctuating them accurately	<i>Local farmer, Lateef Gamal, said, "I worry what this will do to the land."</i>			
<p><i>Demonstrate secure use of the following punctuation:</i></p> <ul style="list-style-type: none"> <i>Capital letters and full stops</i> <i>Commas after fronted adverbials and in lists</i> <i>Inverted commas</i> 	<p><i>Nearly eleven years after building began, the Aswan High Dam has finally been completed, the Egyptian Government announced today.</i></p> <p><i>"For thousands of years, ..."</i></p> <p><i>"This 21st day of July 1970, will live long in the hearts of all Egyptians,"</i></p>			
Flexible content				

Year 1

Setting Description Block A

Ingredients for Success: Y1 Setting descriptions (Block A)				
Ingredient	Example	My work shows...		My teacher thinks...
Say out loud what they are going to write.	<i>I can tell my talking partner what I am going to write before I start writing</i>			
Re-read work to check that it makes sense.	<i>I get the ball to I got the ball</i>			
Separation of words with spaces.	<i>Ilikegoingtoschool I like going to school.</i>			
Use a capital letter to start a sentence.	<i>The sun is shining.</i>			
Use a full stop at the end of a sentence.	<i>Always remember a full stop to end a sentence.</i>			
Make phonetically plausible attempts at words.	An adult can ready my writing. I have used my sounds to write new words			
I can spell words containing the phonemes taught	<i>Boat, high, cow, laptop, sheep, manure</i>			
Flexible content				

Year 1 Instructions Block B

Ingredients for Success: Y1 Instructions (Block B)				
Ingredient	Example	My work shows...		My teacher thinks...
Follow the structure when writing instruction	<i>I can use headings and number each instruction.</i>			
Demonstrate secure understanding of the follow punctuation: Capital letters Full stops Exclamation marks Question marks	<i>Now spread the butter. What a delicious cake! Yummy! Did you enjoy your sandwich?</i>			
Sequencing sentences to form instructions	<i>My instructions are clear and easy to follow.</i>			
To use adjectives to describe.	<i>Sticky jam. Runny homey</i>			
I can use imperative (bossy) verbs	<i>Chop the carrot. Add the jam.</i>			
Joining words and clauses using and	<i>Peel and chop the apple.</i>			
Adding er and est to adjectives where no change is needed to the root word	Faster, smaller			
Adding the endings ing, ed and er to verbs where no change is needed to the root word	<i>Melting, dissolved, boiling</i>			
Flexible content				

Year 1

Year 1 Autumn term						
	Poetry on a theme X 1 week Block A	Pattern and Rhyme Poems x 1 week Block A	Stories with a familiar setting x 3 weeks Block A	Instructions x 2 weeks Block A	Setting descriptions Block A x 2 weeks Trust Moderation	
Curriculum links: Here we are				Traction Man		
Spring term						
Setting description x 2 weeks	Recount from personal experience x 2 weeks Block A	Shape poems x 1 week Block A	Stories with a familiar settling x 3 weeks	Pattern and Rhyme Poem x 1 week Block B	Informal letters x 2 weeks Block A	
Curriculum links: One day on our Blue Planet				Snail and the Whale		
Summer term						
Instructions Block B x 2 weeks Trust Moderation	Poetry on a theme x 1 week Block B	Informal letters x 2 weeks Block B		Recount from personal experience x 2 weeks Block B	Shape poems x 1 week Block B	
Curriculum links: 10 ways to help the Planet and Dear Greenpeace				Olympics / sport		

Year 2

Year 2 Autumn term						
Poetry on a theme x 1 week Block A	Simple retelling of narrative x 3 weeks Block A	Recount from personal experience x 2 weeks Block A	Instructions x 2 weeks Block A	Simple retelling of narrative x 3 weeks Block A	Non-chronological report x 2 weeks Block A Trust Moderation	
Curriculum links:	Castles	Trip to castle		Leaf	Polar Bears Geography	
Spring term						
Character description x 3 weeks Block A	Diary x 3 weeks Block A	Instructions x 2 weeks Block A	Poems developing vocab x 1 week Block A	Non-chronological report x 2 weeks Block B	Poetry on a theme x 1 week Block B	
Curriculum links:	History – significant people	DT		Geography		
Summer term						
Recount from personal experiences x 2 weeks Block B Trust Moderation	Character description from personal experience x 3 weeks Block B	Poems developing vocab x 1 week Block B	Diary x 3 weeks Block B	Simple retelling of a narrative x 3 weeks Block B		
Curriculum links:	Pattans Pumpkin					

Year 3

Year 3 Autumn term						
Poetry on a theme x 1 week Block A	Dialogue through narrative x 3 weeks Block A	Performance poetry to include poems from other cultures x 1 week Block A	First person narrative description x 2 weeks Block A	Non-chronological reports x 3 weeks Block A	Formal letters to complain x 2 weeks Block A Trust Moderation	
Curriculum links:						
Spring term						
Advanced instructional writing x 2 weeks Block A	3 rd Person adventure stories x 3 weeks Block A	Performance poetry to include poems from other cultures x 1 week Block B	First person narrative descriptions x 2 weeks Block B	Poetry on a theme x 1 week Block B	Formal letters to complain x 2 weeks Block B	
Curriculum links:						
Summer term						
3 rd person adventure stories x 3 weeks Block B Trust Moderation	Advanced instructional writing x 2 weeks Block B	Non-chronological reports x 3 weeks Block B	Dialogue through narrative x 3 weeks Block B			
Curriculum links:						

Year 4

Year 4 Autumn term						
First person diary x 2 weeks Block A	Poems which explore form x 1 week Block A	Explanation text x 2 weeks Block A	3 rd Person adventure stories x 3 weeks Block A	Narrative Poetry x 1 weeks Block A	First person narrative recount x 3 weeks Block A Trust Moderation	
Curriculum links: Varjak Paw						
Spring term						
1 st Person narrative x 2 weeks Block B	Poems which explore form x 1 week Block B	Persuasive letter writing x 2 weeks Block A	News report x 2 weeks Block A	Narrative Poetry x 1 weeks Block B		
Curriculum links: Secret Diary of Jane Pinney						
Summer term						
Persuasive Letter x 2 weeks Block B Trust Moderation	First person diary imaginative x 3 weeks Block B	News report x 2 weeks Block B	Explanation text x 2 weeks Block B	3 rd Person adventure story x 3 weeks Block B		
Curriculum links: Secrets of a sun king						

Year 5

Year 5 Autumn term						
Dialogue through 3 rd Person narrative x 3 weeks Block A	Balanced argument x 2 weeks Block A	Formal letters x 2 weeks Block A	Poems that use word play x 1 week Block A	Poems which explore form x 1 week Block A	Explanatory Text x 3 weeks Block A Trust Moderation	
Curriculum links: Beowolf						
Spring term						
Formal letters x 2 weeks Block B	3 rd Person stories set in another culture x 3 weeks Block A	Shakespeare playscripts and a simple retelling x 2 weeks Block A	Poems that use word play x 1 weeks Block B	Balanced argument x 2 weeks Block B		
Curriculum links: Boy and a Bear in a boat Floodland		The Tempest				
Summer term						
Dialogue through 3 rd person x 3 weeks Block B	Shakespeare playscripts and a simple retelling x 2 weeks Block B	Explanatory Text x 3 weeks Block B Trust Moderation	3 rd Person stories set in another culture x 3 weeks Block B	Poems which explore form x 1 week Block B		
Curriculum links: Cosmic			Adventures of Odysseus			

Year 6

Year 6 Autumn term						
Formal and informal letters x 2 weeks Block A	First person stories x 2 weeks Block A	News reports x 2 weeks Block A	Motivational speeches x 2 weeks Block A	Extended narrative 3 rd Person x 3 weeks Block A Trust Moderation	Shakespeare (Sonnets) x 1 weeks Block A	
Curriculum links: History – WW1	History – WW1	History – WW1 – Battle report	R.E – Justice	History – WW2	SMSC	
Spring term						
Formal and informal letters x 2 weeks Block B	First person stories x 2 weeks Block B	Motivational speeches x 2 weeks Block B	Poems that create images and explore vocabulary x 1 weeks Block A	Explanation text x 2 weeks Block A		
Reading – Varmints	History – Exploration	Shackleton	R.E	Science – Healthy eating		
Summer term						
News report x 2 weeks Block B Trust Moderation	Explanation text x 2 weeks Block B	Extended narrative in the first person x 3 weeks Block B	Poems that create images and explore vocabulary x 1 weeks Block B	Shakespeare Sonnets x 1 week Block B		
Geography – Volcanic eruption – Italy.	D.T – Electrical Systems.	Reading - Skellig	PSHE – Environment	SMSC		

Know before the Know-how

subordinating
conjunctions

fronted adverbials
to open a sentence

commas to separate
clauses

Security in
isolation



Application to a
meaningful
(extended)
outcome

A strong structure

**Diagnostic
assessment**

**Personal recount
Autumn 1st half - Block A**

**Personal recount
Spring 1st half - Block B**

Week 1

Week 2

Week 1

Week 2

Explicit skills
teaching and
Isolated writing
encounters

Complete extended
cycle - **assess gaps**
(plan forwards)

Explicit skills
teaching and
Isolated writing
encounters

Complete extended
cycle - **assess gaps**
(plan forwards)

**Text type
specifications**

1. Identify the **context, purpose and audience**

2. Immerse pupils in **quality models**

3. Use **worked examples** to instruct and model key conventions

6. **Internalise** your text and its components

5. Insert your own **content**

4. Create a clear outline of **the structure**

7. **Record** your writing, reading it aloud regularly

8. **Edit your writing**
As you go
For meaning
Secretorially
For impact

9. **Evaluate** your writing against its intended purpose

The extended cycle