

English Modules - Year 1 2014-2015								
	Term 1 (15 Weeks)			Term 2 (11 weeks)		Term 3 (13 weeks)		
Narrative	Stories with predictable phrasing (4 weeks)	Contemporary fiction - stories reflecting children's own experience (4 weeks)	Extended Text (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales - Fairy tales (4 weeks)		Extended Text (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Fantasy worlds and new lands (4 weeks)	
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories	Develop the writing of a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.			Children to create imaginary settings and characters, which will then be used in a story of their own making.	Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Non-fiction	Labels, lists and captions (1 week)	Recount (2 weeks)		Report (2 weeks)	Instructions (2 weeks)		Report (2 weeks)	Explanations (2 weeks)
Suggested final written outcome	Write labels and sentences for an in-class exhibition/museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a	Following a practical experience, write up the instructions for a simple recipe		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation

				description of a single member of a group and the group in general			between a description of a single member of a group and the group in general		
Poetry	Vocabulary building (1 week)	Structure - rhyming couplets (1 week)		Vocabulary building (1 week)	Structure - rhyming couplets (1 week)		Vocabulary building (1 week)	Take one poet - poetry appreciation (1 week)	
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart		Read, write and perform free verse	Recite familiar poems by heart		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	

English Modules - Year 2										
	Term 1 (15 Weeks)			Term 2 (11 weeks)		Term 3 (13 weeks)				
Narrative	Traditional Tales - Fairy stories (4 weeks)	An extended text written by a significant author	Extended Text (1/2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Stories with recurring literary language (4 weeks)	Extended Text (1/2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales - Creation stories (3 weeks)		Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		
Suggested final written outcome	Write a re-telling of a traditional story	Children work independently to plan and write their own sustained story with a logical sequence of events		Use a familiar story as a model to write a new story with a linear structure: beginning, middle and end.		Write a simple creation myth based on ones read e.g. how the zebra got his stripes.				
Non-fiction	Explanations (2 weeks)	Recount (2 weeks)		Report (3 weeks)		Instructions (2 weeks)	Explanations (2 weeks)			
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate		Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced			
Poetry	Vocabulary building (list poems) (2 weeks)	Structure - calligrams (1 week)		Vocabulary building (1 week)	Structure - calligrams (2 weeks - or 1+1 weeks)	Vocabulary building (1 week)	Take one poet - poetry appreciation (2 weeks)			

Suggested outcome	Read list poems. Write and perform own versions.	Write own calligrams (based on single words)		Read, write and perform free verse	Write own calligrams (shape poems)		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	
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English Modules - Year 3							
	Term 1 (15 Weeks)			Term 2 (11 weeks)		Term 3 (13 weeks)	
Narrative	Stories with familiar settings (2 weeks)	Writing and performing a Play (2 weeks)	Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales - Myths (quests) (3 weeks)		Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Adventure stories (4 weeks)
Suggested final written outcome	Write a setting description using all of the senses.	Write and perform a play, based on a familiar story		Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.			Write an adventure story, focusing on plot.
Non-fiction	Instructions - giving directions (2 weeks)	Report (3 weeks)		Explanations (2 weeks)	Recount (2 weeks)		Persuasion - persuasive letter writing (3 weeks)
Suggested final written outcome	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Using teacher modelled examples, children to use research and note-taking techniques, plan using a spidergram to organise the information and write a report based upon the half term's topic	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	

Poetry	Vocabulary building (2 weeks)	Structure - limericks (1 week)		Vocabulary building (1 week)	Structure - haiku, tanka and kennings (2 weeks)		Vocabulary building (1 week)	Take one poet - poetry appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart		Read, write and perform free verse	Read and write haiku, tanka and kennings		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

English Modules - Year 4								
	Term 1 (15 Weeks)			Term 2 (11 weeks)			Term 3 (13 weeks)	
Narrative	Story	A story/stories	Extended	Writing and	Stories with	Extended	Stories from other cultures	Extended

	settings (3 weeks)	with a theme (3 weeks)	Text (2 weeks) One (or more)	performing a play (2 weeks)	a historical setting (3 weeks)	Text (2 weeks) One (or more)	(3 weeks)		Text (2 weeks) One (or more)
Suggested final written outcome	Write a section of a narrative (or several narratives) focusing on setting	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Write and perform a play, based on a familiar story		written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Write a new fable to convey a moral.		written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>
Non-fiction	Report (3 weeks)			Persuasion (3 weeks)			Discussion (2 weeks)	Explanation (2 weeks)	
Suggested final written outcome	Write own report independently based on notes gathered from several sources			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing			Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	
Poetry	Vocabulary building (2 weeks)	Structure - riddles (1 week)		Vocabulary building (1 week)	Structure-narrative poetry (2 weeks)		Vocabulary building (1 week)	Take one poet - poetry appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse	Read and write riddles		Read, write and perform free verse	Recite some narrative poetry by	Read, write and perform free verse	Research a particular poet. Personal		

					heart Read and respond			responses to poetry Recite familiar poems by heart	
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English Modules - Year 5			
	Term 1 (15 Weeks)	Term 2 (11 weeks)	Term 3 (13 weeks)

Narrative	Traditional Tales - legends (2/3 weeks)	Visual Narrative (2/3 weeks)	Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Suspense and mystery (3 weeks)		Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Fiction from our literary heritage (3 weeks)		Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Retell the story from several different perspectives.	Develop character and a narrative in response to a visual stimulus		Develop skills of building up atmosphere in writing e.g. passages building up tension			Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.		
Non-fiction	Recount (2 weeks)	Explanation (2 weeks)		Persuasion (2 weeks)	Instructions (1 weeks)		Report (2 weeks)	Discussion (2 weeks)	
Suggested final written outcome	Compose a biographical account based on research	Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes		Write a report, in the form of an information leaflet, in which two or more subjects are compared		Write up a balanced discussion presenting two sides of an argument, following a debate		
Poetry	Vocabulary building	Structure - cinquain	Vocabulary building	Structure - spoken word	Vocabulary building	Take one poet - poetry			

	(2 weeks)	(1 week)		(1 week)	poetry/rap (2 weeks)		(1 week)	appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.		Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

	Term 1 (15 Weeks)				Term 2 (11 weeks)			Term 3 (13 weeks)	
Narrative	Fiction Genres (4 weeks)			Extended Text (2 weeks) One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)		Extended Text (1 week) One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term. Text to be a wordless book. <i>This could include non-fiction text types not taught as a unit in this year group</i>	Incorporated in the 'Extended Text' project	
Suggested final written outcome	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)				A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique				
Non-fiction	Explanation (2 weeks)	Recounts (2 weeks)	Report (2 weeks)	Persuasion (2 weeks)	Discussion (2 weeks)	Assessment Preparation	Assessment Week	Debating skills (2 weeks)	Extended Text (extended book study over 4 weeks) A range of written outcomes, linked with fiction/ non-fiction modules covered across the year
Suggested final written outcome	Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately;	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints			A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views	

	of and degree of trust in results	a person from different perspectives, e.g. police description, school report, newspaper obituary	purpose and audience, drawing on knowledge of different non-fiction text types.		evaluate its effectiveness		(e.g. recounts, instructions)				
Poetry	Vocabulary building (1 week)				Vocabulary building (1 week)	Structure monologues (1 week)		Take one poet- Poetry appreciation (2 weeks)			
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse	Read and respond		Research a particular poet. Personal responses to poetry Recite familiar poems by heart			