

English Modules – Year 1-2 (Year A)

	Term 1		Term 2		Term 3	
Narrative	Stories on a Theme: Feelings - The Suitcase, Rabbitness and The Visitor		'Take One Book' (1 or 2 weeks)	Contemporary (4 weeks – or 2 + 2 weeks) Classic Fiction: Beatrix Potter Explore the classic stories of Beatrix Potter in this lovely block.	'Take One Book' (1 or 2 weeks)	Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks) Stories on a Theme: Stories from the USA contemporary American picture books including Where the Wild Things Are and It's a Book.
Suggested final written outcome	make predictions and respond to characters' feelings. Identify sentence types and learn about conjunctions. Create a character and write a story.		One (or more) written outcome	Compare stories and write imaginatively in response. Learn about verb tenses and revise sentence punctuation. Sequence events from Two Bad Mice and plan and write a version of their own.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.	Revise conjunctions and verb tenses before writing a story about their own fantastic adventure.
Non-fiction	Y1 Labels, lists and captions/ Y2 Explanations 1 week (transition unit) Herts	Recounts: Animal Diaries Enjoy reading Diary of a Wombat and Waiting for Goliath.		Report 2 weeks Instructions 2 weeks Information Texts: Incredible Animals		Report 2 weeks Explanations 2 weeks Interviews An Interview with a Tiger,
Suggested final written outcome	Produce a flowchart, ensuring content is clearly sequenced. Add labels and captions. Y2 add explanations.	spell and capitalise the days of the week. Look at the use of first-person / past tense verbs. Write postcards, letters and diary entries.		Identify features of non-fiction texts and find out information about incredible creatures. Revise sentence types and use subordinating conjunctions to add information. Research, draft, write and edit a blog post.		learn more about a range of animals, find information, make notes and create fact files. Revise sentence types and practise writing descriptively before writing a class information book.
Poetry	Poems on a Theme: Rainbows and Colours Inspired by Rain before Rainbows			Poems on a Theme: Caribbean Poems Explore the sights, sounds, smells and rhythms of the Caribbean through the wonderful poetry in A Caribbean Dozen.		Poems on a Theme: Animals Enjoy and explore Valerie Bloom's wonderful animal poems.
Suggested outcome	write rhyming couplets and poems. Practise adding suffixes and create noun phrases. Read a range of poetry, appreciate artwork by Van Gogh and write poems in response.			Grammar includes adding suffixes and writing descriptively using adjectives and adverbs. Be inspired to write a poem about a pet and an autobiography!		Read and write rhyming poems, compose a kenning and write a poetry appreciation. Add description using adjectives and adverbs and revise sentence punctuation.
Skills focus	Check your children's needs and track against planning and assessment documents.					

English Modules – Year 1-2 (Year B)

	Term 1		Term 2		Term 3	
Narrative	Traditional Tales: The Story Blanket Using The Story Blanket, Wolfy and other stories explore traditional tales and fables.		'Take One Book' (1 or 2 weeks)	(4 weeks – or 2 + 2 weeks) Contemporary Picture Books picture books, The Invisible, The Night Gardener and Last Stop on Market Street..	'Take One Book' (1 or 2 weeks)	Traditional Tales - Myths (creation stories) (4 weeks - or 2 + 2 weeks) Short Stories Betsey's Birthday Surprise and Magic Betsey, both by Malorie Blackman
Suggested final written outcome	Learn about the past tense and conjunctions and how to use these to write your own exciting tale.			Learn spelling rules for adding prefixes and suffixes. Be inspired to write a story using vivid descriptive language	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	
Non-fiction	Y1 Labels, lists and captions/ Y2 Explanations 1 week (transition unit) Herts	Recounts: Letters and Postcards postcards in three different texts: Dear Dinosaur, Dear Postman and Dear Father Christmas.		Report (4 weeks) Instructions: Instructions for a Cleaner World Starting with Emily Gravett's beautiful books, Tidy and Too Much Stuff,		Instructions (2 weeks) Explanations (2 weeks) Persuasive Writing and Instructions No Thank You Hamilton Group Reader I Will Not Ever Never Eat a Tomato by Lauren Child Eat your Peas by Nick Sharrett
Suggested final written outcome	Produce a flowchart, ensuring content is clearly sequenced. Add labels and captions. Y2 add explanations.	Look at sentence types, add adjectives, adverbs and prepositions to enhance descriptive writing. Write letters and postcards for a range of purposes		explore instructional language and write instructions for improving the classroom and school environment. Study sentence types and verb tenses.		
Poetry	Poems by the Same Poet: Edward Lear Explore the wonderful nonsense poetry of Edward Lear.			Poems on a Theme: Houses and Homes Read and respond to a selection of poems about houses and homes.		Night-time Poetry Explore the beauty of night through the wonderful Moon by Britta Teckentrup..
Suggested outcome	Create noun phrases to write about characters and settings from the poems. Plan, draft and write a story sequel to the Owl and the Pussycat.			Use adjectives and adverbs to enhance description and suffixes to create rhymes for poems about monsters. Write poetry about a dream home.		Compose acrostic poems and rhyming couplets using adjectives and adverbs for description. Revise singular and plural spelling rules
Skills focus	Check your children's needs and track against planning and assessment documents.					

English Modules – Year 3/4 Year A

	Term 1		Term 2		Term 3
Narrative	<p>Traditional Tales –Fables (2 weeks) Writing and performing a Play(2 weeks)</p> <p>Stories on a Theme The Blue House I'll Take You to Mrs Cole</p>	<p>'Take One Book' (2 weeks)</p> <p>One (or more) written outcome s, linked with fiction/non- fiction modules already covered during the term</p>	<p>Traditional Tales – fairy tales (alternative versions)(3 weeks)</p> <p>Traditional Tales – alternative versions</p> <p>Snow White in New York: Fiona French The Three Little Wolves & The Big Bad Pig: Eugene Trivizas/Helen Oxenbury The Three Pigs by David Wiesner The True Story of the Three Little Pigs by Jon Scieszka The Wolf's Story by Toby Forward</p>	<p>'Take One Book' (2 weeks)</p> <p>One (or more) written outcome s, linked with fiction/n on-fiction modules already covered during the term</p>	<p>Adventure stories (4 weeks or 2+2))</p> <p>Fiction with an element of fantasy</p> <p>The Barnabus Project by the Fan Brothers The Antlered Ship by Dashka Slater and the Fan Brothers</p>
Suggested final written outcome	Compare the stories read. Plan, draft, write and edit a story based on those read.		Explore Mixed Up Fairy Tales and ask and answer questions about these. Plan, draft, write and edit a new, mixed up tale based on those read and using correctly punctuated dialogue.		
Non-fiction	<p>Recount (2 weeks) Instructions (2 weeks)</p> <p>Instructions and explanations</p> <p>Texts All Provided in Resources</p>		<p>Explanations (2 weeks) Report (3 weeks)</p> <p>Animal Biographies</p> <p>Wild Lives by Ben Lerwill and illustrated by Sarah Walsh</p>		<p>Letters (informal/ formal)(1 week) Persuasion - persuasive letter (3 weeks)</p> <p>Explanations</p> <p>How things work by DK Until I met Dudley by Roger McGough Explanations about modern technology.</p>
Suggested final written outcome	Research UK endangered species and make notes. Make an infographic to show what they have found out. Discuss actions and prepare a pitch. Research and write about orangutans and palm-oil. Write letters about palm oil, using paragraphs to organise information.		create their own beautifully illustrated animal biographies. They discuss and plan using a frame, organise writing into paragraphs with subheadings, use adverbials to signpost and add detail, edit and then publish in careful handwriting.		
Poetry	<p>Free verse (2 weeks) Structure –kenning (1 week)</p> <p>Poetry from Art</p> <p>Paint me a Poem by Grace Nichols Art of Lubaina Hidid (National Gallery)</p>		<p>Free verse (1 week) Structure – haiku and tanka(2 weeks)</p> <p>Shape Poetry</p> <p>Shaping the World chosen by Liz Brownlee</p>		<p>Free Verse (1 week) Take one poet-poetry appreciation (2 weeks)</p> <p>Poetry by Valerie Bloom</p> <p>Stars with Flaming Tails Other poems in resources</p>

Suggested outcome	Explore the work of Lubaina Himid; write descriptively about the characters in one of her artworks. Create their own portrait of a loved one and make into a cut-out. Inspired by Granny Is, plan and write a poem to accompany their artwork ready for a class art exhibition.		Research, plan, draft and write a brief biography for a significant person. Choose one of the poems read in this block as a model for writing a shape poem of their own for a display or class collection.		
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English Modules – Year 3/4 Year B

	Term 1		Term 2		Term 3
Narrative	Traditional Tales -Legends (4 weeks) Traditional Tales The Wolf's Secret by Myriam Dahman and Nicolas Dagard	'Take One Book' (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>	Writing and performing a play (2weeks) Story Settings (2 weeks) Humorous Fiction No. 1 Car Spotter by Atinuke Anna Hibiscus by Atinuke Explore the characters Anna Hibiscus and No.1 and create a realistic fictional character using these as a model. Plan, write and edit a story about daily life including correctly punctuated dialogue.	'Take One Book' (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>	Stories from relevant cultures (3 weeks) Current Fiction Harry's Mad by Dick King Smith Non-essential The Fox Busters Discussion (2 weeks) Explanation (3 weeks) Information texts Cars and transport of the future Texts to be announced
Suggested final written outcome	Listen to a story inspired by The Wolf's Secret. Plan, draft and write their own story inspired by the book, focusing on the plot, language and style of the story. Incorporate learning on adverbials and the present perfect form in their writing.				
Non-fiction	Report (4 weeks) Reports Last by Nicola Davies Optional texts: There's a Rang-Tan in My Bedroom by James Sellick / How to Help a Hedgehog and Protect a Polar Bear by Jess French		Persuasion (3 weeks) Instructions (1 week) Recounts and persuasive writing The Dam by David Almond/Levi Pinfold The Rhythm of the Rain by Graham Baker Smith		
Suggested final written outcome	With happy minds as a theme, children make and write instructions for a dreamcatcher, and write a guide in paragraphs to inform and persuade readers of happy activities to try.		Examine the features of an information text. Read and take notes from a text. Research and select information for their own information pages. Draft, edit and present their writing, thinking carefully about page design and illustrations.		
Poetry	Free verse (2 weeks) Structure– riddles(1 week) Poems by Michael Rosen		Free verse (1 week) Structure–narrative poetry (2 weeks) Poetry for a Change Poetry for a Change – National Poetry Day Anthology Various Poems provided		Free verse (1 week) Take one poet-(2 weeks) Classic Poems Poems in resources

Suggested outcome	They compose a short rhyming and highly rhythmical poem that they perform to the rest of the class. They then write a story featuring dialogue that draws upon the setting and themes of a longer narrative poem by Michael Rosen.		In two complementary writing tasks, children plan, write and publish a poem about a change they would like for themselves. They then discuss a change they would like for the world, culminating in briefing a poet to write a poem presenting their idea. Prepositions and expanded noun phrases are embedded into the writing tasks.		
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