

English Overview and Intent



At Colindale we believe that children should be inspired by texts or experiences that will stimulate their interest in reading and writing and motivate them to develop their literary skills.

In writing, we use high quality texts that are both relevant for the children and provide good models for their own writing. We review our curriculum regularly and adapt or change writing units to promote cross curricular links and to suit the needs and interests of the children. Children experience a balance of fiction, poetry and non-fiction each term, and are introduced to a range of genres and text types over time.

Within their units, children are taught the grammatical, punctuation, spelling and handwriting skills they need within the context of the text, film or experience used as the main stimulus. They are encouraged to become as independent as possible, with scaffolds and supports to enable children of all levels to achieve this. They learn to proofread, edit and improve their own writing as an integral part of the lessons.

In reading, we ensure children also have access to high quality texts, including a wide range of fiction, non-fiction and poetry, which are suited to their levels of attainment. In the Early Years and KS1 children are taught phonics systematically on a daily basis, with new arrivals in KS2 also having catch-up sessions. Children learn to apply their phonics and other skills, and to develop their comprehension of the texts, through whole class and guided sessions. In KS2 they are trained to run their own reciprocal reading sessions independently, and use the Accelerated Reader programme to consolidate their independent reading skills

	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> • Listen to and join in with stories and poems, one-to-one and also in small groups. • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> • Listen to stories with increasing attention and recall. • Show an awareness of rhyme and alliteration. 	<ul style="list-style-type: none"> • Develop awareness of the way stories are structured. • Recognise familiar words and signs such as own name and advertising logos.
Reception	<ul style="list-style-type: none"> • Describe main story settings, events and principal characters. • Know information can be relayed in the form of print. • Hear and say the initial sound in words. 	<ul style="list-style-type: none"> • Use vocabulary and forms of speech that are increasingly influenced by experiences of books. • Segment the sounds in simple words and blend them together and know which letters represent some of them 	<ul style="list-style-type: none"> • Enjoy an increasing range of books. • Know that information can be retrieved from books and computers. • Read and understand simple sentences 

Year 1

- **Traditional Tales**

Children write their own versions of traditional tales, such as *Little Red Hen* and *Three Billy Goats Gruff*,



- **Stories from Other Cultures**

Related to festivals e.g. Diwali, Hanukkah and Christmas

- **Invitations**

Writing to teachers and other children to invite them to celebrate festivals



- **Recipes**

Party food
Special meals
Writing recipes based on cooking carried out in class

- **Stories involving Journeys**

e.g:

Mr Gumpy's Motor Car

I am Amelia Earhart

Journey

The Naughty Bus

Pupils write their own versions of the stories; change events in the stories and write about the different characters



- **Fiction and Non-Fiction about animals**

Fact files on animals studied

Leaflets on how to look after a pet



- **Poetry**

Animal poems, children write their own versions.

- **Stories about Heroes and Heroines**

e.g. diary entry – a day in the life of a superhero



- **Fiction and Non Fiction about Under the Sea**

Books such as A Commotion in the Ocean or The Fish who could wish

Stories about pirates

Information leaflet about sea life



Year 2

- **Recounts** (*re-telling a real event*)
Write letters or diary entries as famous people describing events from the past.



*Great Fire of London
1666*

- **Poetry**
Classic poems written by famous poets from the past. The children write their own poems based on those read.



- **Non – chronological reports**
Information texts based on famous people studied or London.

Mary Seacole

Stories from Around The World

e.g. *Red Riding Hood* from England

The Rabbit who stole the fire – A native American story.

Chinese New Year

Children plan and write stories based on those they have read. They will also look at different characters and write character profiles.

- **Instructions**

e.g. Write instructions on how to make a puppet

- **Play scripts**

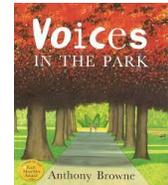
Create a short story using puppets they have made.

Riddles/ Poetry

Children look at different riddles or poems about animals such as 'Who am I?'

Author Study

Children look at the work of one or two authors, e.g. Anthony Browne and Ronda Armitage. They study the kinds of stories the author writes and how the illustrations add to the story.

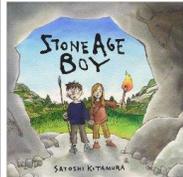


Non - Fiction texts

Children learn how to produce an advert or poster to persuade people to go on a seaside holiday.

Year 3

- **Narrative Writing**
Children read *The Iron Man*
and write a character description



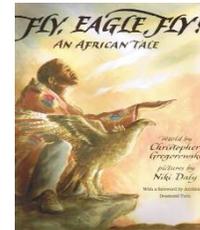
Stone Age Boy

Children write a story set in the Stone Age

- **Instructions**
Children reading instructions for a variety of games. They write instructions for a game they have devised and made themselves

- **Poetry**
Shape poems and rhymes

- **Folk tales –**
Children read *Fly Eagle Fly*, a traditional African story. They learn to describe characters and setting in depth and to write from the point of view of the characters.



- **Non-Fiction –**
Children take part in class discussions for and against an issue relating to our environment. They write information booklets about Hinduism.

- **Poems on a theme**
Children write and perform a range of poems based on topic of Our World

- **Narrative – mystery stories**
Children read mystery stories and use these as a model for their own.

- **Speaking and listening – drama and role play.**

- **Non fiction**
Look at the features of Information books on Ancient Egyptian topic
Children write their own information page

Year 4

- **Fantasy texts**
Krindlekrax- children learn to describe character and settings. They create their own new worlds to describe



- **Historical texts** – Learning about Boudicca, a Celtic queen, Romans and Roman life. Writing their own information texts.

- **Newspapers and Magazines**– Creating a news article about a Roman event. E.g. Battle between the Romans and the Iceni Tribe.

- **Plays**
Reading, writing and performing play scripts.



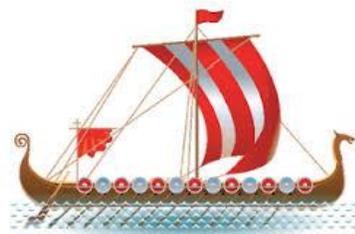
- **Traditional Stories**
Versions of *Beowulf*, a Viking saga; Norse stories. Children use these as the basis for their own writing

- **Non Fiction**
Children research information on Anglo Saxon laws and how this links to British Values now

- They create fact files about Viking and Anglo Saxon life

- **Poetry**
Children read Viking poetry such as Edda and The Kalevala and Saxon Kennings

Children write their own poems using a similar structure



- **Persuasive texts**
Children write adverts for food they have researched and made to sell to their families

- **Discussion**
Children debate the issues around 'junk' food



They write arguments to express their point of view.



- **Twisted fairy tales**
Children read variations of traditional fairy tales – looking at the 'twist' in the stories
They write alternate versions of familiar tales.

Year 5

- **Narrative**
Children explore the story of 'The Boy in the Girls Bathroom' by Louis Sachar and developing understanding of character, plot and style.
- **Poetry**
Children read a variety of narrative poems, and write their own poetry using different techniques they will have identified and developed
- **Short Stories**
Children read short stories including challenging illustrated texts such as *Way Home* or stories by Michael Foreman
They write their own short stories on similar themes.
- **Persuasive writing**
Children create an advert to help sell a chocolate product of their own devising
They develop skills for persuasive writing and learn how to organise and present their work.

- **Newspaper articles**
Children will write a newspaper article about natural disasters.
- **Explanatory writing**
Children will write an explanation about the cause and effects of climate change.
- **Poetry**
Children learn about performance poetry and study different features and styles of poetry

They write their own poems to be performed, based upon natural disasters.
- **Narrative**
Children write an alternative chapter of a novel such as *Kensucke's Kingdom*



- **Myths and Legends**
Children explore Ancient Greek myths and legends. They study the different features of legends and write in the style of a legend.
- **Poetry**
Children read a variety of structured poems

They study the different structures and use these as a model for their own
- **Information texts**
Children look at the key aspects of writing information texts
They use these skills to create their own information booklet based on Ancient Greek life



Year 6

- **Historical fiction**
This unit involves an in-depth reading and study of a wartime novel such as *Friend or Foe* by Michael Morpurgo, writing their own war stories, with a focus on characterisation and plot.

- **Classic Narrative Poetry**
The children read, learn and perform narrative poems and use these to stimulate their own writing.



- **Persuasion**
The children practice persuasive writing techniques and then use them to write persuasive letters on relevant topics of interest to them

- **Non-Chronological report**
Children practice writing non-fiction texts about rainforest animals and create a report about an imaginary creature of their own devising.



- **Narrative Writing**
Children read traditional tales involving real and mythical creatures. They write their own animal tales, based on those read.

- **Poetry**
Children explore the use of similes and metaphors to create imagery and use these to write their own personification poems.

- **Journalistic Writing**
Children research an aspect of the rainforest and write a newspaper article

- **News report**
Children write a newspaper article about a real life school event or trip
- **Instructions**
Children revisit instruction writing, and write own set of instructions as part of their DT project
- **Biography and Autobiography**
Children research features of biographies and autobiographies through reading
They interview family members and staff and then write their biographies
- **Suspense Writing**
Children read variety of short suspense stories to use as a model for their own