

English Overview and Intent




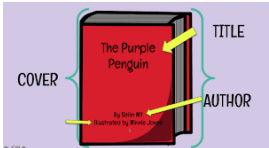


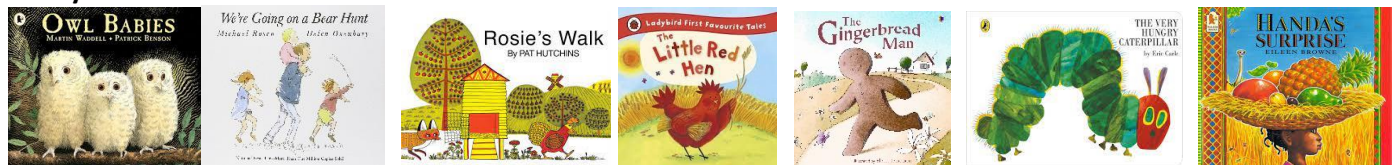

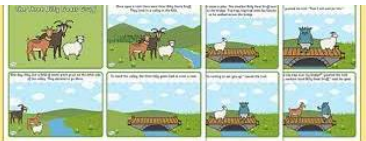
At Colindale we believe that children should be inspired by texts or experiences that will stimulate their interest in reading and writing and motivate them to develop their literary skills.



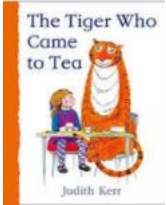

In writing, we use high quality texts that are both relevant for the children and provide good models for their own writing. We review our curriculum regularly and adapt or change writing units to promote cross curricular links and to suit the needs and interests of the children. Children experience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


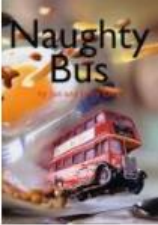
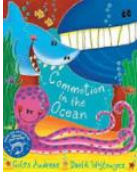


Within their units, children are taught the grammatical, punctuation, spelling and handwriting skills they need within the context of the text, film or experience used as the main stimulus. They are encouraged to become as independent as possible, with scaffolds and supports to enable children of all 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
<p>Nursery and Reception</p>	<p>Throughout the Early Years Foundation Stage, texts chosen are based on children’s interests, as well as chosen by teachers to widen the children’s knowledge and understanding of the world around them. These are both fiction and non-fiction. These texts are used to stimulate writing, role play, speaking and listening activities, small world play and to encourage children to make up their own stories.</p> <p>There are cross curricular links with other areas of learning, to ensure children develop a deeper understanding of the texts they are reading.</p> <p>Children are introduced to ‘Helicopter Stories’ in Nursery, where they make up their own story, scribed by an adult, and then act out the story to the class during story time. This continues into Reception, giving children opportunities to apply newly learnt vocabulary into more detailed stories.</p>		
<p>Nursery</p>	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ➤ Listen to stories and rhymes ➤ Recall a few events in a story ➤ Begin to join in with the rhythmic patterns in stories and rhymes ➤ Understand that print has meaning ➤ Find out about autumn and some religious festivals using non-fiction texts <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ➤ Engage in conversations about stories, talking about new vocabulary ➤ Spot rhymes in stories and songs ➤ Know that print is read from left to right in English ➤ Find out about spring and growing things using non-fiction texts <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ➤ Answering ‘how’ and ‘why’ questions about stories. ➤ Suggest rhymes in stories and songs ➤ Talking about the different parts of a book, e.g. pages and cover <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ➤ Find out information about their own interests e.g. minibeasts, vehicles using non-fiction texts

	<ul style="list-style-type: none"> • Writing Begin to make marks which represent objects, people or events 	<ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ➤ Use writing in role play areas, e.g. the Chinese restaurant / shop / cafe ➤ Begin to write some or all of their name • Begin to tell their own stories (Helicopter Stories), with an adult scribing 	<ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ➤ Begin to write some letters when labelling their pictures, e.g. 'm' for mummy ➤ Use new vocabulary and language structures to tell more detailed stories
	<p>Nursery core texts</p> 		
Reception	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ➤ Listen to and talk about stories to build familiarity and understanding ➤ Learn a wider variety of rhymes, poems and songs ➤ Understand the difference between fiction and non-fiction books.  <ul style="list-style-type: none"> ➤ Find out about how to use the contents page in a non-fiction book 	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ➤ Listen to traditional tales to understand story language, e.g. Once upon a time, The End, and story structures through story mapping ➤ Talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary ➤ Retell a story once they have developed a deep familiarity with the text, verbally and through story sequencing 	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ➤ Listen to stories and suggest ways they can be changed with different characters/events ➤ Anticipate key events in stories ➤ Use non-fiction books to find out answers to their questions ➤ Re-read texts to build confidence in word reading, fluency, understanding and enjoyment

	<ul style="list-style-type: none"> • Writing ➤ Begin to use their letter/sound knowledge to label pictures and when writing in role play situations 	<ul style="list-style-type: none"> • Writing ➤ Write words and captions, e.g. to describe a book character, to write a card for Chinese New Year. 	<ul style="list-style-type: none"> • Writing ➤ Begin to write about stories they have heard using newly learnt vocabulary ➤ Write for a variety of reasons, e.g. shopping lists, invitations, recounts of events, stories, letters.
<p>Reception core texts</p> 			
<p style="text-align: center; font-size: 24px; color: black;">Year 1</p>	<ul style="list-style-type: none"> • Simple Information Texts Children read stories about families and experiences of young children They write about their own families inspired by texts such as <i>My Mum</i> and <i>My Dad</i> by Anthony Brown, <i>This is the Bear</i> by Sarah Hayes and <i>From Head to Toe</i> by Eric Carle <p>Children learn to:</p> <ul style="list-style-type: none"> ➤ Write simple phrases and sentences ➤ Describe themselves and their families  <ul style="list-style-type: none"> • Traditional Tales Children read traditional tales and then write their own versions, e.g. 	<ul style="list-style-type: none"> • Classic Picture Books Children read a range of class stories, e.g. <i>Naughty Bus</i> by Jan Oke, <i>The Way Back Home</i> by Oliver Jeffers, <i>The Tiger who came to Tea</i> by Judith Kerr, <i>We're going on a Bear Hunt</i> by Michael Rosen  <p>Children learn to:</p>	<ul style="list-style-type: none"> • Stories about Superheroes <i>Super Daisy</i> by Kes Gray, <i>Super Kid</i> by Claire Freedman <p>Children learn to:</p>  <ul style="list-style-type: none"> ➤ Read and retell each story orally ➤ Focus on learning new vocabulary ➤ Create own versions of stories by changing characters or settings <ul style="list-style-type: none"> • Poetry, Fiction and Non-Fiction <u>on 'Under the Sea' theme</u>

<p style="text-align: center; font-size: 2em; font-weight: bold;">Year 2</p>	<p><i>The Three Little Pigs and Handa's Surprise by Eileen Browne</i></p> <p>Children learn to:</p> <ul style="list-style-type: none"> ➤ Sequence stories ➤ Describe characters ➤ Use story language – e.g. <i>once upon a time, happily ever after</i> etc <ul style="list-style-type: none"> • <u>Stories from Other Cultures</u> Related to festivals e.g. Diwali, Hanukkah and Christmas  <p>Children learn to:</p> <ul style="list-style-type: none"> ➤ Sequence stories Use story language, e.g. <i>once upon a time, happily ever after</i> etc 	<ul style="list-style-type: none"> ➤ Read and retell each story orally ➤ Focus on learning new vocabulary ➤ Create own versions of stories by changing characters or settings ➤ Create diary entries based on the characters in the stories 	<p>Various poems based on the sea, e.g. <i>A Commotion in the Ocean</i> by Giles Andreae</p> <p>Information texts, e.g. <i>Sharks</i> by the Kids National Geographic</p>  <p>Children will:</p> <ul style="list-style-type: none"> ➤ Write poems ➤ Information leaflets ➤ Comic strips
	<ul style="list-style-type: none"> • <u>Recounts (re-telling a real event)</u> The children write letters or diary entries as famous people describing events from the past.  <p style="text-align: center;"><i>Mary Seacole</i></p>  <p style="text-align: center;"><i>Great Fire of London 1666</i></p>	<ul style="list-style-type: none"> • <u>Stories from Around The World</u> The children will read stories from across the world, e.g. <i>Lila and the Secret of Rain</i> by David Conway, <i>Little Red Riding Hood</i> (video story) by Oxbridge Baby, <i>Gift of the Sun</i> by Dianne Steward, <i>Leaf</i> by Sandra Dieckmann, <i>Handa's Surprise</i> by Eileen Browne 	<ul style="list-style-type: none"> • <u>Texts related to the natural world</u> <i>Jack and the Beanstalk, The Tiny Seed</i> by Eric Carle <p>The children will:</p> <ul style="list-style-type: none"> ➤ Read and retell each story orally and focus on new vocabulary learnt ➤ Create their own versions of the stories by changing the characters or settings

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

Don't by Michael Rosen and
Extracts from *George's Marvellous Medicine* by Roald Dahl

- **Non – chronological reports**
Information texts based on London.

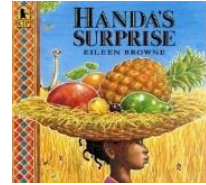
The children will:

- Write information leaflets about London
- Write a recount of their trip to London

- **Story by a well-known author**
Children read a story and create their own version by changing the characters or settings, e.g. *Traction man* by Mini Grey

The children will:

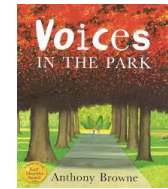
- Read and retell each story orally and focus on new vocabulary learnt
- Write diary entries or 'wanted' posters for the different characters
- Create their own versions of the stories by changing the characters or settings
- Write letters from the perspective of different characters



- **Non-chronological reports**
Children read non-fiction information about endangered animals and write fact files, e.g. about polar bears
- **Recounts** (*re-telling a real event*)
Write their own recount of a special day planned at school such as International Day, trip to RAF museum

- **Author Study**

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



The children will:

- Read and retell each story orally and focus on new vocabulary learnt
- Create their own versions of the stories by changing the characters or settings
- **Non - Fiction texts**
Children learn how to produce a non-chronological report about British sea sides.

They are given holiday leaflets, books and information from research online to find out about British sea sides.

The children will:

- Research using a variety of sources
- Create a report about sea sides in Britain.

Year 3

- **Narrative Writing**

Children read a range of stories to support them in learning to describe characters and settings in stories:

The Iron Man by Ted Hughes – Character and Setting description, list poem



- **Instructions**

How to wash a Woolly Mammoth

Children read the text and use features of instructions to write a set of their own linked to our topic of Prehistoric Ages.

- **Black History Month**

Writing based on the annual theme for BHM.

- **Recount**

The Gunpowder Plot

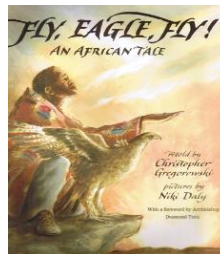
- **Poetry**

Magic Box by Kit Wright

Children to immerse themselves in the poem and write their own using imagery, descriptive language and repetition.

- **Narrative Writing -Folk tales**

Children read *Fly Eagle Fly* by, a traditional African story. They learn to describe characters and setting in depth and to write from the point of view of the characters, including dialogue.

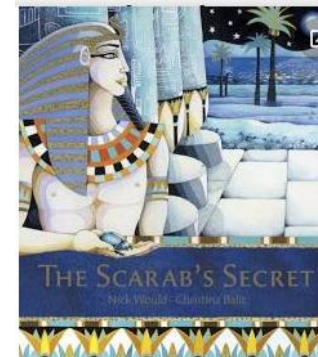


- **Non-Chronological report**

Children look at organisational features of a report on the human skeleton and muscles. They will include the features in their own report.

- **Narrative Writing**

The Scarab's Secret by Nick Would
Children will retell their story by innovating characters from the Ancient Egyptian period.



- **Playscripts**


The Story of Osiris

Children read the text and use the features of a playscript to turn this myth into a playscript.

They use role plays to help write stage directions and develop their understanding of characterisation.

- **Newspaper report**

Children will look at the features of a newspaper report and use this to write a report on a current theme in school, including all the features.

	<p>Children revisit an historical event and use their knowledge to write a recount of the events around the Gunpowder plot.</p> <ul style="list-style-type: none"> • <u>Narrative</u> <i>The Storm Whale in Winter</i> by Benji Davies Children plan and write an alternative ending including description of character and setting. 	<ul style="list-style-type: none"> • <u>Narrative</u> <i>The Lion the Witch and the Wardrobe</i> by C.S Lewis Children read the illustrated version of the story and will plan and write an alternative ending. Children write a character and setting description including correctly punctuated dialogue • <u>Letter writing</u> A persuasive letter on a current world event. Children focus on using a range of persuasive techniques, and include features of a formal letter, with an introduction and conclusion. 	<ul style="list-style-type: none"> • <u>Explanation text</u> <i>The Egyptians</i> by Jonny Marx & Chaaya Prabhat Children read this text and explore the features and style of writing to write their own explanation of mummification.  <ul style="list-style-type: none"> • <u>Poetry</u> Children read a range of Roald Dahl poems and write their own poem on the Ancient Egyptian Gods, including techniques such as rhythm, rhyme and similes.
<p>Year 4</p>	<ul style="list-style-type: none"> • <u>Fantasy texts</u> Children read <i>The Lost Happy Endings</i> by Carol Ann Duffy, a descriptive fantasy story, and use it as a model for writing their own story. • <u>News Report</u> 	<ul style="list-style-type: none"> • <u>Traditional Stories</u> The children read a version of the Anglo Saxon epic poem, <i>Beowulf</i>. They retell the story, drawing upon the language of the text. 	<ul style="list-style-type: none"> • <u>Traditional Tales</u> Children read stories of Norse Gods and Goddesses. They write descriptions comparing the characters. They retell one of the stories. • <u>Persuasive letter</u> Children write a letter in character as one of the Gods or Goddesses,

Children learn about the battle between Celts and Romans in history and re-enact it. They then write a news article about the event.



- **Black History Month**
Writing based on the annual theme for BHM.
- **Play Script**
As part of the Animation Project, children write a story and then turn it into a play script which is used as the basis for a film animation. All the children have a part to play in making the film and creating characters and sets in DT lessons.



- **Explanation Texts**
Explanation texts about mythical creatures from Beowulf, explaining how their strengths and weakness and how to defeat them.
- **Poetry**
Children read Saxon Kennings. Then write their own kenning, using the same structure.
- **Discussion**
Children debate a chosen issue, e.g. 'junk' food, Anglo Saxon justice system, school uniform. They write a balanced argument text giving facts and opinions on each side of the issue.

trying to persuade Odin to choose them as the next ruler of Asgard.



- **Poetry**
Children read a poem about a longboat and write their own poem about a ship travelling at sea.
- **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 historical novel *Street Child* by Berlie Doherty, examining the characters, structure and style, and planning and writing their own chapter.



- **Persuasive writing**

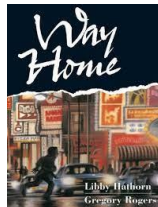
Children invent their own Space Resort and create a travel brochure persuading people to visit, using a range of persuasive techniques.

- **Black History Month**

Writing based on the annual theme for BHM.

- **Short Story**

Children read the illustrated text, *Way Home* by Libby Hathorn. They retell a version of the story in role as the main character, focusing on his thoughts and feelings.



- **Biography**

- **Narrative**

Children read the first part of *Kensuke's Kingdom* by Michael



Morpurgo and write their own narrative based on scenes from the story, developing the skills to describe the setting, character and feelings.

- **Explanation:**

Children write a report explaining how to survive if stranded on a tropical island. This is based on events from the novel *Kensuke's Kingdom*.

- **Non Chronological Report**

Based on Early Islamic History

- **Traditional Tales**

Children read tales from the 'Arabian Nights' and write their own version of one of the stories.



- **Myths and Legends**

Children read a range of Ancient Greek myths and legends. They learn about the different features of these stories and the types of characters involved and write their own version using these.



- **Information Texts**

Children revise key features of a report text. They research Greek Gods and Goddesses, and then create a text about their own imagined Greek God or Goddess.

- **News Reports**

Children learn about two significant battles of the Ancient Greek era during their history lessons. They write a news report about one of them, developing a more formal style of writing.

Children explore the features of a biography. They research significant figures related to their topic (eg Victorians, Scientists) and write their own short biography of one of these.

- **Poetry**

Children will read and write a variety of different poems on the theme of 'weather' and learn to use a range of poetic techniques, including personification and imagery.



- **Play Scripts**

Children read further Ancient Greek myths and legends and retell one of them as a play script to be performed.



Year 6

- **Shakespeare Workshop**

A theatre company present an interactive workshop based on a well-known play by William Shakespeare. Children write a descriptive piece based on one scene (e.g. as a letter) and retell the events from another.



- **Historical fiction**

Children read a story set during the Blitz in World War 2 and write their own version using a similar structure

- **Non-chronological report**

Children visit the RAF museum to take part in a 'Wartime Classroom' workshop. They write a report about schools in the 1940s using what they have learnt.

- **Persuasion**

The children investigate an environmental issue and then produce a leaflet to persuade others to be more eco-friendly (e.g. limiting their use of plastic)



- **Narrative: Legend**

Children read a version of *St George and the Dragon* and use this as a basis for their own 'legend'.



- **Non-Chronological report**

Children explore exotic animals during an animal workshop, then read non-fiction texts about rainforest animals and create a report about an imaginary creature of their own devising.



- **Poetry**

The children read, learn and perform the narrative poem *The Highwayman* by Alfred Noyes. Then invent and write a missing scene.



- **Argument**

Children explore an issue of relevance to them (e.g. keeping animals in captivity). Then then write a balanced argument text laying out the key points of both sides of the issue.



- **Suspense Writing**

Children read variety of short suspense stories and / or watch suspenseful films, and then develop ideas for their own suspense story.

- **Anecdote / Memoir**

Children read examples of personal anecdotes of a real-life incident. They plan their own ideas using an incident from their own lives and embellish and exaggerate this to create an amusing or shocking account.

		<ul style="list-style-type: none">• <u>Explanation / Persuasion</u> Children watch videos of Wallace & Gromit's <i>Cracking Contraptions</i>, and use these to develop their own ideas for a new machine. They write to persuade others to buy it and to explain what it does and how it works.	
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