

LONG TERM ENGLISH CURRICULUM OVERVIEW 2017/2018

Long Term English Plan across the Core and Wider Curriculum

Highlight one assessment piece for each term (this should match a genre with the Teacher's Moderation Toolkit list on the following page)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 English Long Term Plan	Harry Potter: Fantasy fiction, Letter Writing Recount in role of a character from Harry Potter Poetry: Rap	Dracula: Non-Chronological report on Vampires Instructional Writing: How to kill a vampire Diary account: My encounter with a vampire Descriptive writing: Vampires	Fantastic Mr Dahl: Biographies/ Autobiographies (+ Extracts) Animal poems: Poetic techniques Rhyming Poetry	Cosmic: Persuasive writing: Design a cosmic theme park: Persuasive brochure/leaflet.	The mysteries of Harris Burdick: Horror stories Return to Titanic: An Unsinkable Ship Poetry Newspaper report Eye witness accounts of survivors	The HighwayMan: Narrative Poetry Love letters in role of Bess and Highwayman Debate: Should The Highwayman have been killed? Court case and newspaper report: Persuasive letter persuading the soldiers not to kill Highwayman
Year 5 English Across the Curriculum Long Term Plan	Science: Living Things: Report on animals	History – Anglo - Saxons 'What they don't tell you about The Saxons' - Fact File for Encyclopedia on Saxons and Celts - Report on Anglo-Saxons - Explanation of a scientific process (Dissolving)	Fairtrade: Design a leaflet/ brochure on Fairtrade Fairtrade Recipe	Science: Space – Explanation texts Account of a day in space Biography of Isaac Newton	Mayan Mysteries: Write your own Mayan Mystery story Science: Account of scientific experiment	Mad Mayans: Report on Mayans and why they were famous



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Teacher's Moderation Toolkit Writing Genres

Include two comparable pieces in each terms writing (preferable one across the wider curriculum).

Year Group	Autumn Term	Spring Term	Summer Term
5	<p>Narrative – Recount of a disaster</p> <p>Character Portrait – Lady Macbeth</p> <p>Report - Mongolia</p> <p>Narrative – The Dream Giver Story</p> <p>Narrative – Lizzie Story (see book Appendix for prompt)</p>	<p>Non-Chronological Report - Snakes</p> <p>Non-Chronological Report – The Tongo Lizard</p> <p>Biography – David Attenborough</p> <p>Balanced Argument – Should we save the rainforests?</p> <p>Description – In the swamp</p> <p>Poetry – The Tiger</p>	<p>Newspaper Report – ‘Owlful Disasters’ – problems that Owls cause.</p> <p>Newspaper Report – Tornado Terror</p> <p>Recount – Diary of Weekend event</p> <p>Narrative – Story about a central character</p> <p>Persuasive Letter – Building a hotel in space</p>



Genre	Text Type	F	1	2	3	4	5	6
Personal Recount	Letter						X	X
	Autobiography						X	
	Diary/ Journal						X	X
	Newspaper Report						X	X
	Magazine Article							
	Write up of trip/ activity						X	
	Account of a science experiment						X	X
Impersonal Recount	Biography						X	X
	Newspaper Report						X	X
	Magazine Article							
	Encyclopaedia entry						X	
	Obituary							X
	Account of observed science experiment							X
Report	Information leaflet						X	
	Non-Chronological Write Up/ Report						X	X
	Tourist guidebook							
	Encyclopaedia entry							X
	Magazine article							
	Catalogue							
	Magazine article							
Instructions	Recipe						X	X
	Instructions on packaging e.g. cooking/ washing instructions.							
	Technical manual						X	X
	Fiction 'how to' e.g. how to catch a star.							
	Non-fiction 'how to' book e.g. a sports/ arts skill						X	
	Route finder							
	List of rules							
	Posters, notices, signs							
Explanation	Question and answer articles and leaflets							
	Encyclopaedia entry							X
	Explaining scientific processes.						X	X
	Technical manual							X
Persuasion	Advertisement						X	X
	Catalogue							
	Travel brochure						X	
	Pamphlet from pressure group							
	Idea 'pitch'						X	
	Political manifesto							
	Newspaper or magazine article							X
	Poster or flier							
	Book blurb						X	X
	Letter						X	X
Discussion	Leaflet giving balanced account on an 'issue'						X	
	Newspaper article							X
	Non-fiction book/ essay on an 'issue'							X
	Write up of a debate						X	X
Poetry	Rhyming						X	X
	Non-rhyming						X	X
	Expanding/ Contracting							X
	Shape							
	Rap							
	Free Verse							
	Narrative						X	X



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ENGLISH						
Year	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p><u>Unit 1:</u> <u>Narrative:</u> Writing 'Just So' Stories in the style of Rudyard Kipling (The Jungle Book)</p> <p><u>Non-fiction</u> Recounts/ Newspaper reports</p> <p><u>Poetry</u> Slam poetry</p> <p>Grammar: Adverbials and use of commas to separate clauses. Direct and Indirect speech</p>	<p><u>Fiction:</u> <u>Biographies/ autobiographies</u> Use of Roald Dahl & another significant author</p> <p><u>Non-Fiction</u> Instructions and explanations</p> <p><u>Poetry</u> Classic poems Lewis Carroll</p> <p>Grammar: A wide variety of conjunctions within complex sentences and expanded noun phrases Begin to expand on punctuation :/;</p>	<p><u>Fiction:</u> Short stories (mystery)</p> <p><u>Non-Fiction:</u> Arguments and debates</p> <p><u>Poetry</u> Classic narrative poems</p> <p>Grammar: Elaborated language of description A range of adverbials: time, manner, frequency for different purposes.</p>	<p><u>Fiction:</u> Shakespeare – Playscripts and drama</p> <p><u>Non-Fiction:</u> Persuasive Writing</p> <p><u>Poetry</u> Debate poetry</p> <p>Grammar: Active & Passive Semi-colons and dashes Secure understanding of commas to separate clauses</p>	<p><u>Fiction:</u> Classic novels (The Hobbit by JR Tolkein (fantasy narrative)</p> <p><u>Non-Fiction</u> Journalistic writing</p> <p><u>Poetry</u> Poetic style (Michael Rosen & Roger McGough)</p> <p>Grammar: Formal and informal speech Apostrophes</p>	<p><u>Narrative:</u> The Battle of the Kites – Leon Rosselson <u>Modern day fiction set in India / texts from different cultures</u></p> <p><u>Non Fiction:</u> Non-chronological reports</p> <p><u>Poetry:</u> The power of imagery</p> <p>Grammar: Understanding a wide range of technical grammatical terms: co-ordinating and sub-ordinating conjunctions</p>