



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

CURRICULUM PATHWAY FOR ENGLISH

SEPTEMBER 2025/26

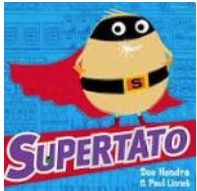
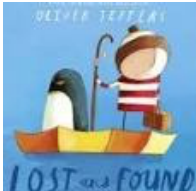

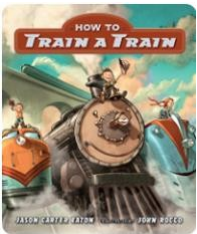




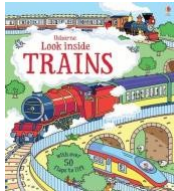

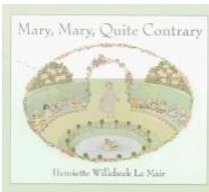
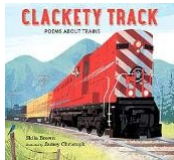


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CURRICULUM PATHWAY FOR ENGLISH:

Year 1

CURRICULUM PATHWAY FOR ENGLISH: Year 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Timescale:	7 weeks	8 weeks	5 weeks	5 weeks and 4 days	5 weeks and 4 days	7 weeks
Topic:	Harry the Happy Mouse	Supertato	Penguins, Possums and Pigs	Peter Rabbit	The Great Outdoors	How to Train a Train
Purpose:	Poetry, song and rhyme Narrative – story with a familiar setting Information Text	Integrated Units Story as a theme Poems on a theme Instructions	Story as a theme Information Text Poems on a theme	Information Text: Author Focus Classic Stories Traditional Rhymes	Stories with a familiar setting Non-fiction Text: Booklets Traditional Rhymes	Integrated Unit Nonfiction texts: Instructions, Information and Persuasion. Stories in a Familiar setting Traditional Songs and Rhymes
Focus Text: Fiction	 Harry the Happy Mouse by N.G.K and Janelle Dimmett	 Supertato by Paul Linett and Sue Hendra	 Lost and Found by Oliver Jeffers	 The Tale of Peter Rabbit by Beatrix Potter	 Goat and Donkey in The Great Outdoors by Simon Puttock and Russell Julian	 How to Train a Train by Jason Carter Eaton
Focus Text: Non-Fiction	 Three Blind Mice/Nursery Rhymes/ Original version by Little Baby Bum!	 https://www.youtube.com/watch?v=4kmKPyv_VUc	 https://www.tes.com/teaching-resource/animal-non-chronological-report-examples-11045757	 V & A Introduce Beatrix Potter	 We're Going on a Bear Hunt – Let's Discover Flowers and Trees	 Look Inside Trains by Alex Frith
Focus Text: Poetry	 I'm a Mouse Skoolbo Music		 The Puffin Book of Fantastic First Poems by June Crebbin	 Mary, Mary Quite Contrary	 There was an Old Lady who Swallowed a Fly	 Clackety Track: Poems about Trains by Skila Brown

<p>Unit 1 ScaffolDed & Independent Writing Outcomes</p>	<p>Poetry, song and rhyme</p> <p>Innovated poem based on a structure. (S) This outcome will focus on providing ideas for an Independent writing outcome which is closely linked to the scaffolded outcome. (I)</p>	<p>Story as a theme</p> <p>To compose a narrative based on model text with innovation of character(s) and setting.</p>	<p>Story as a theme</p> <p>Narrative based on model text with innovation of character/s</p>	<p>Information Text: Author Focus</p> <p>To compose a simple information report on a given author.</p>	<p>Stories with a familiar setting</p> <p>Narrative based on model text with innovation of character(s) and a familiar setting based on a text read.</p>	<p>Stories in a Familiar setting</p> <p>To write a narrative based on a model text with innovation of characters and setting.</p>
<p>Unit 2 ScaffolDed & Independent Writing Outcomes</p>	<p>Narrative – story with a familiar setting</p> <p>Innovated story based on a plot pattern. (S) This outcome will focus on providing ideas for an independent writing outcome which is closely linked to the scaffolded outcome. (I)</p>	<p>Poems on a theme</p> <p>To produce a poem based upon a theme using a simple four line model.</p>	<p>Information Text</p> <p>Non-chronological/information poster or booklet.</p>	<p>Classic Stories</p> <p>Narrative based on model text with innovation of character(s) and setting.</p>	<p>Non-fiction Text: Booklets</p> <p>Write an information booklet linked to a selected focus.</p>	<p>Information and Persuasion</p> <p>To write an information booklet linked to a selected focus, eg. Trains.</p>
<p>Unit 3 ScaffolDed & Independent Writing Outcomes</p>	<p>Information Text</p> <p>An information poster focused on an animal. This outcome will focus on providing ideas for an independent writing outcome which is closely linked to the scaffolded outcome.</p>	<p>Instructions</p> <p>A simple set of instructions</p>	<p>Poems on a theme</p> <p>Innovated poem based on a structure.</p>	<p>Traditional Rhymes</p> <p>A poem based on a traditional rhyme.</p>	<p>Traditional Rhymes</p> <p>A simple rhyme based on a traditional playground rhyme.</p>	<p>Traditional Songs and Rhymes</p> <p>To compose a traditional song or rhyme based on a familiar scaffolded model</p>
<p>EnRiChment</p>	<p>Roald Dahl Day</p> <p>National Poetry Day</p> <p>Black History Month</p>	<p>National Non-Fiction November</p> <p>World Nursery Rhyme Week</p> <p>Anti-Bullying Week</p> <p>Shrek: The Musical</p>	<p>National Storytelling Week</p> <p>Children’s Mental Health Week</p> <p>International Book Giving Day</p>	<p>World Book Day</p> <p>Shakespeare Week</p> <p>Barrow Poetry Recital</p>	<p>World Day for Cultural Diversity</p> <p>Pyjamarama (Book Trust)</p> <p>The CILIP Carnegie Children’s Book Award</p>	<p>CLIPPA Awards (Poetry)</p> <p>Summer Holiday Challenges: National Summer Reading Challenge in Libraries</p> <p>Summer Reading Bingo</p> <p>Lancashire Summer Reading Challenge</p>



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CURRICULUM PATHWAY FOR ENGLISH:

Year 2

CURRICULUM PATHWAY FOR ENGLISH: Year 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Timescale:	7 weeks	8 weeks	5 weeks	5 weeks and 4 days	5 weeks and 4 days	7 weeks
TOPIC:	The Place Where I Live?	Fighting Fit	Explorers	Highway Rat	The Wind in the Willows	Buckets and Spades
Purpose:	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Nonchronological reports	Poems on a theme Information Text Innovated Story	Animals Adventure Stories Recounts: Letters Classic Poems	Story as a theme Explanation texts Poems on a theme
Focus Text: Fiction	 <p>Katie Morgia Delivers the Mail by Mairi Hedderwick</p>	 <p>The Great Fairy Tale Disaster by David Conway</p>	 <p>Man on the Moon by Simon Bartram</p>	 <p>Highway Rat by Julia Donaldson</p>	 <p>The Wind in the Willows by Kenneth Grahame</p>	 <p>The Lighthouse Keeper Stories By Ronda Armitage</p>
Focus Text: Non-Fiction	 <p>ISLE OF COLL</p> <p>https://www.visitscotland.com/info/towns-villages/isle-of-coll-p1162401</p>	 <p>Big Book of Christmas things to make and do BY Usbourne</p>	 <p>Who is Neil Armstrong? By Roberta Edwards</p>	 <p>10 FACTS ABOUT RATS!</p> <p>https://www.natgeokids.com/uk/discover/animals/general-animals/facts-about-rats/</p>	 <p>Meerkat Mail by Emily Gravett</p>	 <p>How is Chocolate Made? by Grace Hanson</p>
Focus Text: POETRY	 <p>Please Mr Butler by Allan Ahlberg</p>			 <p>Food Poems by ORT</p>	 <p>The Owl and the Pussycat by Edward Lear.</p>	 <p>Seaside Poems by Jill Bennett.</p>

Unit 1 SCAFFOLDED & INDEPENDENT WRITING OUTCOMES	Stories with familiar settings To write letters to/from characters. To write an innovated narrative based on a model.	Traditional tales with a twist To write an innovated traditional tale with a twist.	Stories by the same author To compose a story (or part of a story) based on a model.	Poems on a theme To write a poem on a theme with a free verse structure and to present an oral presentation of the poem.	Animals Adventure Stories An animal adventure story/chapter based on 'The Wind in the Willows' or alternative.	Story as a theme To write an independent narrative, based on a film or picture book, with a seaside setting
Unit 2 SCAFFOLDED & INDEPENDENT WRITING OUTCOMES	Non-chronological reports To produce a non-chronological report linked to an aspect of the local area presented as an information poster/booklet/ICT outcome	Instructions To write a set of instructions for a new playground game.	Nonchronological reports A class information book on the theme of explorers and exploring for the school library (linked to learning opportunities in history).	Information Page To write writing of an information page about a woodland animal (rat) for an audience.	Recounts: Letters Letters written in role as one of the animals from 'The Wind in the Willows', recounting a key event or sequence of events.	Explanation texts To independently write an explanation text linked to a process that happens at the seaside.
Unit 3 SCAFFOLDED & INDEPENDENT WRITING OUTCOMES	Poems on a theme To compose a poem based on a model and to review of a themed poem(s).			Innovated story To write their own innovated story based on The Highway Rat.	Classic Poems Innovated verses based on a classic poem. A poetry recital of one or two classic poems that the class have learned by heart.	Poems on a theme To write a seaside poem based on models explored.
EnRICHMENT	Roald Dahl Day National Poetry Day Black History Month	National Non-Fiction November World Nursery Rhyme Week Anti-Bullying Week Shrek: The Musical	National Storytelling Week Children's Mental Health Week International Book Giving Day	World Book Day Shakespeare Week Barrow Poetry Recital	World Day for Cultural Diversity Pyjamarama (Book Trust) The CILIP Carnegie Children's Book Award	CLIPPA Awards (Poetry) Summer Holiday Challenges: National Summer Reading Challenge in Libraries Summer Reading Bingo Lancashire Summer Reading Challenge



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CURRICULUM PATHWAY FOR ENGLISH:

Year 3

CURRICULUM PATHWAY FOR ENGLISH: Year 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Timescale:	7 weeks	8 weeks	5 weeks	5 weeks and 4 days	5 weeks and 4 days	7 weeks
TOPIC:	A Bear Called Paddington	Healthy Humans	Rock and Roll	The Iron Man	What the Romans Did For Us	How Does Your Garden Grow?
Purpose:	A narrative based on a model text Non Fiction - A newcomers information guide/leaflet	Folk Tales Instructions Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Narrative Non fiction, poetry and Playscripts Non-chronological reports	Classic poetry Mystery / Adventure / Fantasy stories Explanations
Focus Text: Fiction	 A Bear Called Paddington by Michael Bond	 Aesop's Fables by Michael Rosen.	 Stone Girl, Bone Girl by Laurence Anholt	 The Hodgeheg by Dick King Smith	 Play Time by Julia Donaldson	 The Hidden Forest by Jeannie Baker
Focus Text: Non-Fiction	 Look Inside London by Jonathan Melmoth	 Meerkat Mail by Emily Gravett	 Feeding the World by Sarah Levett	 Dinosaur Diary by Julia Donaldson	 What the Romans did for us by Alison Hawes	 DK Eyewitness Books: Discover the Fascinating World of Plants
Focus Text: Poetry		 The Oxford Book of Children's Poetry by Michael Harrison	 Poems to Perform by Julia Donaldson			 A children's garden of verses by Robert Louis Stevenson

<p>Unit 1</p> <p>SCAFFOLDED & INDEPENDENT WRITING OUTCOMES</p>	<p>A narrative based on a model text</p> <p>To write a narrative based on a model text with innovated plot structure.</p>	<p>Fables</p> <p>To write a fable based upon a structure.</p>	<p>Story as a theme</p> <p>To write an independent narrative based on a text read.</p>	<p>Novel as a theme</p> <p>To independently write a story based on a plot structure from the focus text.</p>	<p>Playscripts</p> <p>To compose a story based on a text read and then write a short play script based on a text read or film.</p>	<p>Classic poetry</p> <p>To performance a classic poem and then compile a written responses to poetry.</p>
<p>Unit 2</p> <p>SCAFFOLDED & INDEPENDENT WRITING OUTCOMES</p>	<p>Non Fiction - A newcomers information guide/leaflet</p> <p>To create a non-fiction – a newcomer’s information leaflet/guide to London (or to your local area)</p>	<p>Poems with a structure</p> <p>To write a range of poems with a structure e.g. shape, calligrams.</p>	<p>Poems on a theme</p> <p>Poem learned by heart for performance; to create a poem linked to theme with a structure.</p>	<p>Recount: diaries</p> <p>To write a variety of diary entries which include those written:</p> <ul style="list-style-type: none"> - from own experience; - in role as a character. 	<p>Non-chronological reports</p> <p>To create an information poster or booklets based upon the Romans.</p>	<p>Mystery / Adventure / Fantasy stories</p> <p>To independently write a mystery, adventure or fantasy story based on the text read, or short film viewed</p>
<p>Unit 3</p> <p>SCAFFOLDED & INDEPENDENT WRITING OUTCOMES</p>		<p>Persuasion</p> <p>To plan and write a persuasive letter.</p>	<p>Discussion</p> <p>To plan, research and present a discussion presenting different points of view.</p>			<p>Explanations</p> <p>To write an explanation linked with the theme presented as a poster.</p>
<p>EnRiChment</p>	<p>Roald Dahl Day</p> <p>National Poetry Day</p> <p>Black History Month</p>	<p>National Non-Fiction November</p> <p>World Nursery Rhyme Week</p> <p>Anti-Bullying Week</p> <p>Shrek: The Musical</p>	<p>National Storytelling Week</p> <p>Children’s Mental Health Week</p> <p>International Book Giving Day</p>	<p>World Book Day</p> <p>Shakespeare Week</p> <p>Barrow Poetry Recital</p>	<p>World Day for Cultural Diversity</p> <p>Pyjamarama (Book Trust)</p> <p>The CILIP Carnegie Children’s Book Award</p>	<p>CLIPPA Awards (Poetry)</p> <p>Summer Holiday Challenges: National Summer Reading Challenge in Libraries</p> <p>Summer Reading Bingo</p> <p>Lancashire Summer Reading Challenge</p>

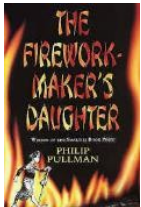

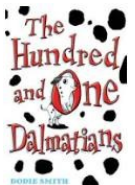
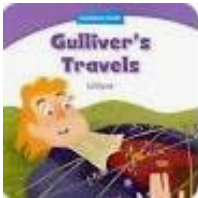


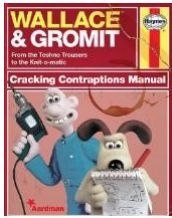

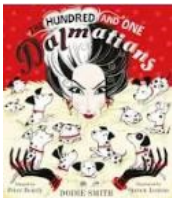

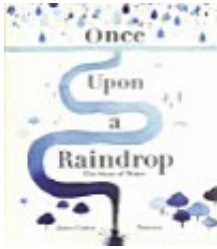


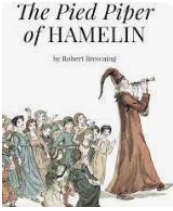
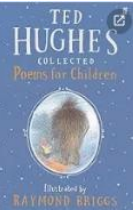
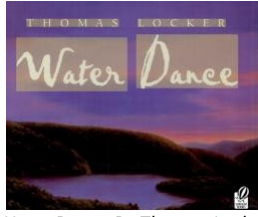



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CURRICULUM PATHWAY FOR ENGLISH:

Year 4

CURRICULUM PATHWAY FOR ENGLISH: Year 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Timescale:	7 weeks	8 weeks	5 weeks	5 weeks and 4 days	5 weeks and 4 days	7 weeks
Topic:	Sparks Might Fly	The Great Plague	101 Dalmatians	Passport to Europe	Water, Water Everywhere	Hunted!
Purpose:	Stories with fantasy settings Explanations Film and playscripts	Fairy tales Classic poetry Recount: newspapers	Poems on a theme Recount – Diary Entry Narrative on a theme	Novel as a theme Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Folk tales Debate Poems on a theme
Focus Text: Fiction	 <p>The Firework Maker's Daughter by Phillip Pullman</p>	 <p>The Pied Piper of Hamelin By Michael Morpurgo</p>	 <p>101 Dalmatians By Jodie Smith</p>	 <p>Gulliver's Travels by Miss Marie Crook</p>	 <p>The Last Bear by Hannah Gold</p>	 <p>The Brer Rabbit Collection by Enid Blyton.</p>
Focus Text: Non-Fiction	 <p>Cracking Contraptions by Nick Park</p>	 <p>The Fairy Tale Times by Sherill B Flora and J. Browning Wroe.</p>	 <p>The Hundred and One Dalmatians (picture book) adapted by Peter Bentley Illustrated by Steven Lenton</p>	 <p>Planet Earth by Katie Danes</p>	 <p>Once Upon a Raindrop: The Story of Water by James Carter</p>	 <p>Fox Hunting: Newsround</p>
Focus Text: Poetry	 <p>Play Time by Julia Donaldson</p>	 <p>The Pied Piper of Hamelin by Robert Browning</p>	 <p>A Collection of Poems for Children by Ted Hughes</p>		 <p>Water Dance By Thomas Locker</p>	 <p>A Poem for Every Day of the Year by Allie Esiri</p>

Unit 1 SCAFFOLDED & INDEPENDENT WRITING OUTCOMES	Stories with fantasy settings <p>To independently write and innovated narrative based on a model</p>	Fairy tales <p>To write a fairy tale based upon an innovated narrative based on a model.</p>	Poems on a theme <p>To prepare and read aloud a poem based upon a theme.</p>	Novel as a theme <p>To independently write a story based on a plot structure from a focus text – The Pied Piper of Hamelin</p>	Stories with a theme <p>To independently create a narrative based on text read themed around Water.</p>	Folk tales <p>To write a folk tale narrative based on the studied text.</p>
Unit 2 SCAFFOLDED & INDEPENDENT WRITING OUTCOMES	Explanations <p>To compile a written explanation of a process and then orally present this to the class.</p>	Classic poetry <p>To learn a poem by heart for performance.</p>	Recount: Diary Entry <p>To write a diary entry independently based upon the perspective of Perdita, Roger or Anita.</p>	Non-chronological reports <p>To create Information poster with flip-flap facts based upon a specific country.</p>	Poems with a structure <p>To write a poem with a structure linked to the theme of water. e.g. <i>haiku or kenning</i>.</p>	Debate <p>To take part in a formal debate and write a discussion text.</p>
Unit 3 SCAFFOLDED & INDEPENDENT WRITING OUTCOMES	Film and playscripts <p>To compose a script based on a short film</p>	Recount: newspapers <p>To write a newspaper report for purpose, audience, language and using structures of non-fiction for writing</p>	Narrative on a theme <p>To independently write an narrative based on a model text with an innovated plot structure</p>		Information booklets <p>To create a booklet of information e.g. welcome brochure. This writing could be published as a booklet.</p>	Poems on a theme <p>Performance of a poem and write a response to a poem linked to the theme eg. Blackout Poetry</p>
EnRICHMENT	<p>Roald Dahl Day</p> <p>National Poetry Day</p> <p>Black History Month</p>	<p>National Non-Fiction November</p> <p>World Nursery Rhyme Week</p> <p>Anti-Bullying Week</p> <p>Shrek: The Musical</p>	<p>National Storytelling Week</p> <p>Children’s Mental Health Week</p> <p>International Book Giving Day</p>	<p>World Book Day</p> <p>Shakespeare Week</p> <p>Barrow Poetry Recital</p>	<p>World Day for Cultural Diversity</p> <p>Pyjamarama (Book Trust)</p> <p>The CILIP Carnegie Children’s Book Award</p>	<p>CLIPPA Awards (Poetry)</p> <p>Summer Holiday Challenges: National Summer Reading Challenge in Libraries</p> <p>Summer Reading Bingo</p> <p>Lancashire Summer Reading Challenge</p>



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CURRICULUM PATHWAY FOR ENGLISH:

Year 5

CURRICULUM PATHWAY FOR ENGLISH: Year 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Timescale:	7 weeks	8 weeks	5 weeks	5 weeks and 4 days	5 weeks and 4 days	7 weeks
TOPIC:	The Lion, The Witch and The Wardrobe	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
Purpose:	Narrative based on a model text with innovated plot Non-Chronological report	Stories with a Historical Setting Film and play scripts Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
Focus Text: Fiction	 <p>The Lion, the Witch and the Wardrobe by C. S. Lewis</p>	 <p>A Christmas Carol retold by Gill Tavner</p>	 <p>Space Pirates and Other Sci-fi Stories by Tony Bradman</p>	 <p>The Invention of Hugo Cabret by Brian Selznick</p>	 <p>The Jungle Book by Rudyard Kipling</p>	 <p>The Orchard Book of Greek Myths by Geraldine McCaughrean.</p>
Focus Text: Non-Fiction	 <p>101 Amazing Mythical Beasts and Legendary Creatures By Jack Goldstein</p>	 <p>Ratatouille Film Script (2007)</p>	 <p>Space: a Children's Encyclopedia (DK books)</p>	 <p>First News</p>	 <p>The Shaman's Apprentice by Lynne Cherry and Mark Plotkin</p>	 <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36i7ty</p>
Focus Text: Poetry		 <p>A Visit from St Nicholas by Clement Clarke Moore</p>	 <p>New and Collected Poems for Children by Carol Ann Duffy</p>			 <p>Ramshackle Rainbow: Poems for Year 5 chosen by Pie Corbett</p>

<p>Unit 1</p> <p>SCAFFOLDED & INDEPENDENT WRITING OUTCOMES</p>	<p>Narrative based on a model text with innovated plot</p> <p>To write a narrative based on a model text with an innovated plot structure – The Lion, The Witch and The Wardrobe.</p>	<p>Stories with a Historical Setting</p> <p>To independently write a new chapter or scene linked to novel/story with historical setting eg. Oliver Twist</p>	<p>Science fiction stories</p> <p>To write a science fiction story to entertain an identified audience.</p>	<p>Novel as a theme</p> <p>To write a short story or chapter for a novel about an invention based on Hugo Cabaret</p>	<p>Stories from other cultures</p> <p>To write a children’s story set in the rainforest.</p>	<p>Myths</p> <p>To write a myth to amaze or intrigue an audience.</p>
<p>Unit 2</p> <p>SCAFFOLDED & INDEPENDENT WRITING OUTCOMES</p>	<p>Non-Chronological report</p> <p>To write a non-Chronological report based upon mythical creatures in literature</p>	<p>Film and play scripts</p> <p>To write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc) e.g. Ratatouille</p>	<p>Information booklets</p> <p>To write and create an information booklet about the solar system and/or space travel. This should include more than one non-fiction text type, e.g. non-chronological report, instructions and explanation.</p>	<p>Magazine: information text hybrid</p> <p>To compile a information text hybrid magazine which includes a range of text types.</p>	<p>Debate</p> <p>To wite a orally present a persuasive speech based upon a globally topic.</p>	<p>Reports</p> <p>To compose a non-chronological report about an aspect of the Olympics.</p>
<p>Unit 3</p> <p>SCAFFOLDED & INDEPENDENT WRITING OUTCOMES</p>		<p>Classic narrative poetry</p> <p>To compose a new classic poem, or verse for a poem, based on a model using similes and imagery.</p>	<p>Poems with a structure</p> <p>To compose a new poem drawing on the structure(s) of those studied. eg. Limericks or Haiku</p>			<p>Poems with figurative language</p> <p>To write a poem based upon a model using metaphors, similes, personification and figurative language.</p>
<p>EnRiChment</p>	<p>Roald Dahl Day</p> <p>National Poetry Day</p> <p>Black History Month</p>	<p>National Non-Fiction November</p> <p>World Nursery Rhyme Week</p> <p>Anti-Bullying Week</p> <p>Shrek: The Musical</p>	<p>National Storytelling Week</p> <p>Children’s Mental Health Week</p> <p>International Book Giving Day</p>	<p>World Book Day</p> <p>Shakespeare Week</p> <p>Barrow Poetry Recital</p>	<p>World Day for Cultural Diversity</p> <p>Pyjamarama (Book Trust)</p> <p>The CILIP Carnegie Children’s Book Award</p>	<p>CLIPPA Awards (Poetry)</p> <p>Summer Holiday Challenges: National Summer Reading Challenge in Libraries</p> <p>Summer Reading Bingo</p> <p>Lancashire Summer Reading Challenge</p>




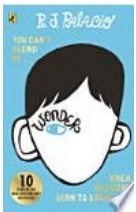

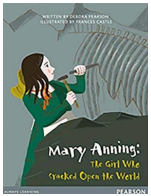

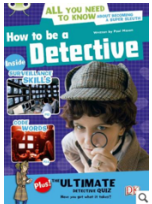

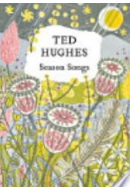
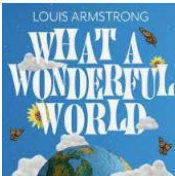




ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

CURRICULUM PATHWAY FOR ENGLISH:

Year 6

CURRICULUM PATHWAY for English: Year 6

	AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	Summer 1	Summer 2
TIMESCALE:	7 weeks	5 weeks	8 weeks	5 weeks and 4 days	5 weeks and 4 days	7 weeks
TOPIC:	Survival	Heroes and Villains	Britten's Got Talent?	Super Sleuth	Wonder	Oh! I Do Like To Be Beside
PURPOSE:	Adventure Stories Biographies	Older literature Information text hybrid Poems with imagery	Innovated Narrative bad on Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Detective / crime fiction Explanations	Narrative Adventure Biography Discussion & Debate	Classic narrative poetry Stories with flashbacks Discussion and Debate
FOCUS TEXT: FICTION	 Pax By Sara Pennypacker	 Macbeth By William Shakespeare	 The Wizard of Oz by L Frank Baum	 Wild Boy by Rob Lloyd JONES	 Wonder by RJ Palacio	 The Giant's Necklace by Michael Morpurgo
FOCUS TEXT: NONFICTION	 The Girl Who Cracked Open The World By Deborah Pearson	 https://www.youtube.com/watch?v=syozl4DAPs4	 http://www.ayoungertheatre.com/review-the-railway-children- waterloo-station-2/	 How to be a detective By Paul Mason	 Should there be Zoos? A Persuasive Text by Tony Stead	
FOCUS TEXT: POETRY	 The Warm and the Cold by Ted Hughes	 What a Wonderful World by Louis Armstrong	 What a Wonderful World by Louis Armstrong	 The Lion and Albert by Marriott Edgar	 The Lion and Albert by Marriott Edgar	

<p>UNIT 1 ScaffolDed & INDEPENdENT WRITING OUTCOMES</p>	<p>Recounts: Diaries</p> <p>To provide the children with the opportunity to write a diary entry independently from Willie's perspective.</p>	<p>Innovated Narrative based on a Classic Text</p> <p>A new story or chapter using characters and/or plot structures from a classic novel, for example:</p> <ul style="list-style-type: none"> - using the structure of the chapters about The Scarecrow, The Tin Woodman and The Cowardly Lion from <i>The Wizard of Oz</i>, create an additional character and write the chapter. - write a new adventure for Chitty Chitty Bang Bang or Mary Poppins. 	<p>Older literature</p> <p>A focus on several extended writing opportunities, with a range of purposes and audiences, in response to key events in the text and/or a retelling of older literature drawing on what they have read as models for their own writing e.g. use of literary language.</p>	<p>Detective / crime fiction</p> <p>To write a detective story to entertain and intrigue children in another class.</p>	<p>Narrative Adventure</p> <p>This unit is designed to help Year 6 teachers to generate a range of independent writing outcomes to secure their End of Key Stage Teacher Assessment judgements in writing.</p> <p>To write a narrative using appropriate writing skills and genre features. Focus on the use of dialogue to convey character and advance the action.</p>	<p>Classic narrative poetry</p> <p>To compose a written response to the poem in another text type and form, e.g. <i>newspaper report, series of diary entries, letter of complaint, accident report, cartoon strip.</i></p>
<p>UNIT 2 ScaffolDed & INDEPENdENT WRITING OUTCOMES</p>	<p>Novels on a Theme</p> <p>Narrative based on a model text with an innovated plot structure</p>	<p>Poetry – Songs and Lyrics</p> <p>To writing of verses for a new poem/song based on the model. Focus on skills – appropriate use of metaphor, simile and imagery including an oral presentation of a poem or song</p>	<p>Information text hybrid</p> <p>An information text containing a mixture of non-fiction text types and forms, e.g. a booklet/magazine containing a non-chronological report, discursive argument and biography (recount) based on a famous person such as Shakespeare, or a speech containing elements of persuasion, recount and report.</p>	<p>Explanations</p> <p>To compose an explanation linked to the theme e.g. how evidence assists in solving a crime</p>	<p>Biography</p> <p>To write a biography which includes:</p> <ul style="list-style-type: none"> - devices to build cohesion between sentences and paragraphs; brackets to indicate parenthesis; appropriate choice of sentence construction; appropriate organisational and layout features; appropriate vocabulary and grammar choices. 	<p>Stories with flashbacks</p> <p>To write a short story which includes a flashback.</p>
<p>UNIT 3 ScaffolDed & INDEPENdENT WRITING OUTCOMES</p>	<p style="background-color: #cccccc;"> </p>	<p>Persuasion: A Formal Review</p> <p>To write a formal review of a live theatre or a live music performance. Eg. Shrek the Musical</p>	<p>Poems with imagery</p> <p>To compose an interesting and engaging poem(s) which use powerful imagery.</p>	<p style="background-color: #cccccc;"> </p>	<p>Discussion and Debate</p> <p>To write a discursive essay which includes the appropriate and effective use of: Synonyms and antonyms for commonly used words. Devices to build cohesion. Text type features. Appropriate punctuation.</p>	<p>Discussion and Debate</p> <p>To write a discursive essay which includes the appropriate and effective use of: synonyms and antonyms for commonly used words. devices to build cohesion and text type features.</p>
<p>Enrichment</p>	<p>Roald Dahl Day</p> <p>National Poetry Day</p> <p>Black History Month</p>	<p>National Non-Fiction November</p> <p>World Nursery Rhyme Week</p> <p>Anti-Bullying Week</p> <p>Shrek: The Musical</p>	<p>National Storytelling Week</p> <p>Children’s Mental Health Week</p> <p>International Book Giving Day</p>	<p>World Book Day</p> <p>Shakespeare Week</p> <p>Barrow Poetry Recital</p>	<p>World Day for Cultural Diversity</p> <p>Pyjamarama (Book Trust)</p> <p>The CILIP Carnegie Children’s Book Award</p>	<p>CLIPPA Awards (Poetry)</p> <p>Summer Holiday Challenges: National Summer Reading Challenge in Libraries</p> <p>Summer Reading Bingo</p> <p>Lancashire Summer Reading Challenge</p>