

English Modules – Year One (Cycle A and Cycle B)

	Autumn		Spring		Summer	
Narrative	Stories with predictable phrasing (6 weeks – 2 + 2 + 2 weeks) Farmer Duck by Martin Waddell <i>HfL</i> Dear Zoe by Rod Campbell Handa’s Surprise, Handa’s Hen by Eileen Browne		Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks) The Last Noo-Noo by Jill Murphy <i>HfL</i> Here Comes Mr. Postmouse by Marianne Dubuc <i>HfL</i> The Most Obedient Dog in the World by Anita Jeram		Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks) Little Red Riding Hood – Ian Beck Little Red Hen and the Very Hungry Lion by Alex T Smith <i>HfL</i> The Three Billy Goats The Gingerbread Man The Three Little Pigs	
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a series of sentences to retell events based on personal experience. Write a letter to a character from the story.		Write a re-telling of a traditional story.	
Non-fiction	Labels, lists and captions 1 week (transition unit – week 1) Plenty of Love to Go Around by Emma Chichester Clark <i>HfL</i>	Recount 2 weeks Where’s My Teddy? By Jez Alborough Nothing by Mick Inkpen <i>HfL</i>	Reports 2 weeks Bats by Megan Cullis <i>HfL</i>	Instructions 2 weeks How to Wash a Woolly Mammoth by Michelle Robinson <i>HfL</i>	Report 2 weeks First facts Bugs by DK	Explanations 2 weeks Usbourne First Questions and Answers – What makes it rain? Usbourne Books
Suggested final written outcome	Write labels and sentences for a class book/an in-class exhibition.	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general.	Write up a set of instructions e.g. How to Wash a Tall Giraffe or How to Wash an Angry Crocodile.	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general.	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.
	‘Take One Book’ (Whole School) (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term Winter’s Child by Angela McAllister (Cycle B)		‘Take One Book’ Theme ‘Our Global Family’ (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year	

Poetry	Vocabulary Building (1 week)	Structure – rhyming couplets (1 week)		Vocabulary Building (1 week)	Structure – rhyming couplets (1 week)		Vocabulary Building (1 week)	Take One Poet – poetry appreciation (1 week)	
Suggested outcome	Read, write and perform free verse E.g. Hurt No Living Thing by Christina Rossetti	Recite familiar poems by heart E.g. I am Hungry by Michael Rosen		Read, write and perform free verse One Silver Speck by Laura Purdie Salas <i>HfL</i>	Recite familiar poems by heart		Read, write and perform free verse Purple is <i>HfL</i>	Personal responses to poetry Recite familiar poems by heart	

English Modules – Year Two – 2022-2023 (Cycle B)

	Autumn		Spring		Summer	
Narrative	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks) Rapunzel by Bethan Woolvin <i>HfL</i> The Three Little Wolves and the Big Bad Pig by Eugene Trivizas		Stories with recurring literary language (2 weeks) On the Way Home by Jill Murphy (Additional texts: The Smartest Giant in Town by Julia Donaldson George and the Dragon by Christopher Wormell That Rabbit Belongs to Emily Brown by Cressida Cowell) Contemporary fiction (2 weeks) Last Stop on Market Street by Matt de La Pena <i>HfL</i>		Traditional Tales - Myths (creation stories) (3 weeks) Just So Stories: How the Leopard Got his Spots (and others in the series) - Shoo Rayner How the camel got its hump - Justine & Ron Fontes (Additional texts: How the turtle got its shell - Justine & Ron Fontes Tiddalick the Frog - Susan Nunes) Contemporary fiction (2 weeks) How to Catch a Star by Oliver Jeffers <i>HfL</i> (or A Song in the Mist by Corinne Averiss)	
Suggested final written outcome	Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story, first person recount (diary entry) and narrative in the style of the book.		Write a creation myth based on ones read e.g. how the zebra got his stripes. Write a story based on 'How to Catch a Star'.	
Non-fiction	Explanations (2 weeks) A Seed in Need: A first look at the plant cycle by Sam Godwin	Report (2 weeks) The Amazing Life Cycle of Plants Kay Barnham	Recount (2 weeks) The Great Fire of London by Gillian Clements	Report (2 weeks) Find out! Sharks by Sarah Fowler (<i>Adapted HfL</i>)	Instructions (2 weeks) The Ogre's Feather Story - Folktales Stories for Kids (Adapted) The Ogre's Dinner by Paul Shipton	Explanations (2 weeks) Monsters: an owner's guide by Jonathan Emmett & Mark Oliver <i>HfL</i> <i>Adapted</i> (Additional text – We Build Our Home by Laura Knowles – linked to Living Things and their habitats or Say Hi to Hedgehogs by Jane McGuinness)
	'Take One Book' (Whole School) (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		'Take One Book' (1 week) Theme 'Our Global Family' One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year 15 things not to do with a puppy by Margaret McAllister <i>HfL</i>	

Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.		Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.		Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Write an information text using flowcharts/labelled pictures and diagrams, ensuring content is clearly sequenced.	
Poetry	Vocabulary building (list poems) (2 weeks)	Structure – calligrams (1 week)		Vocabulary building (1 week)	Structure – calligrams (1 week)		Vocabulary building (1 week)	Take one poet-poetry appreciation (1 week)	
Suggested outcome	Read list poems. Write and perform own versions. A List for Happiness <i>HfL</i>	Write own calligrams (based on single words)		Read, write and perform free verse Blue Balloons and Rabbit Ears <i>HfL</i>	Write own calligrams (shape poems)		Read, write and perform free verse Big Fat Budgie – Michaela Morgan <i>HfL - from 'Take One Book' unit</i>	Personal responses to poetry Recite familiar poems by heart	

English Modules – Year Two – 2023-2024 (Cycle A)

	Autumn		Spring		Summer	
Narrative	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks) Rapunzel by Bethan Woolvin <i>HfL</i> The Three Little Wolves and the Big Bad Pig by Eugene Trivizas		Stories with recurring literary language (4 weeks – or 2 + 2 weeks) On the Way Home by Jill Murphy (Additional texts: The Smartest Giant in Town by Julia Donaldson George and the Dragon by Christopher Wormell That Rabbit Belongs to Emily Brown by Cressida Cowell)		Traditional Tales - Myths (creation stories) (3 weeks) Just So Stories: How the Leopard Got his Spots (and others in the series) - Shoo Rayner How the camel got its hump - Justine & Ron Fontes (Additional texts: How the turtle got its shell - Justine & Ron Fontes Tiddalick the Frog - Susan Nunes)	
	Contemporary fiction (2 weeks) Last Stop on Market Street by by Matt de La Pena <i>HfL</i>		Contemporary fiction (2 weeks) How to Catch a Star by Oliver Jeffers <i>HfL</i> (or A Song in the Mist by Corinne Averiss)			
Suggested final written outcome	Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story, first person recount (diary entry) and narrative in the style of the book.		Write a creation myth based on ones read e.g. how the zebra got his stripes.	
Non-fiction	Report (2 weeks) The Amazing Life Cycle of Plants by Kay Barnham	Recount (2 weeks) The Life of Florence Nightengale by Liz Gogerly Florence Nightengale (Ways into History) by Sally Hewitt	Report (2 weeks) Find out! Sharks by Sarah Fowler (<i>Adapted HfL</i>)	Explanations (2 weeks) Life Cycle of a Frog by Kirsty Holmes Lifecycle books by Camilla Bedoyere	Instructions (2 weeks) The Ogre's Feather Story - Folktales Stories for Kids (Adapted) The Ogre's Dinner by Paul Shipton	Explanations (2 weeks) Monsters: an owner's guide by Jonathan Emmett & Mark Oliver <i>HfL</i> <i>Adapted</i> (Additional text – We Build Our Home by Laura Knowles – linked to Living Things and their habitats or Say Hi to Hedgehogs by Jane McGuinness)
	'Take One Book' (Whole School) (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term Winter's Child by Angela McAllister		'Take One Book' One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year		'Take One Book' (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year 15 things not to do with a puppy by Margaret McAllister <i>HfL</i>	

Suggested final written outcome(s)	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support an explanation.		Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Write an information text using flowcharts/labelled pictures and diagrams, ensuring content is clearly sequenced.	
Poetry	Vocabulary building (list poems) (2 weeks)	Structure – calligrams (1 week)		Vocabulary building (1 week)	Structure – calligrams (1 week)		Vocabulary building (1 week)	Take one poet-poetry appreciation (1 week)	
Suggested outcome	Read list poems. Write and perform own versions. A List for Happiness <i>HfL</i>	Write own calligrams (based on single words)		Read, write and perform free verse Blue Balloons and Rabbit Ears <i>HfL</i>	Write own calligrams (shape poems)		Read, write and perform free verse Big Fat Budgie – Michaela Morgan <i>HfL</i> - from 'Take One Book' unit	Personal responses to poetry Recite familiar poems by heart	

English Modules – Year Three and Year Four 2022-2023 (Cycle B)

	Autumn		Spring		Summer	
Narrative	Modern Fairy Tales (3 weeks and 2 weeks) The Iron Man by Ted Hughes <i>HfL</i> The Lost Happy Endings by Carol Ann Duffy		Traditional Tales – Fables (3 weeks and 1 week) War and Peas by Michael Foreman <i>HfL</i> Daedalus and Icarus		Adventure Stories (4 weeks or 2+2) Flat Stanley – Jeff Brown The Green Ship – Quentin Blake (Additional text – Theseus and the Minotaur)	
Suggested final written outcome(s)	Write a narrative innovated ending to The Iron Man. Write the ending to Jub’s story in The Lost Happy Endings.		Write a fable based on the model provided. Write the end of ‘Daedalus and Icarus’ in their own words.		Write an adventure story pulling together characters, setting and plot focusing on devices that move the plot on.	
Non-fiction	Recount (2 weeks) The True Story of the Three Little Pigs by Jon Scieszka <i>HfL</i>	Explanation (2 weeks) The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer	Report (2 weeks) DK Find Out! Volcanoes	Instructions (giving directions) (2 weeks) Instructions by Neil Gaiman	Letters (informal/formal) (2 weeks)	Persuasion (2 weeks) Stella and the Seagull by Georgina Stevens <i>HfL</i>
Suggested final written outcome	Write a newspaper-style report.	Write an explanation of a process, ensuring relevant details are included and accounts ended effectively e.g how fossils are formed. (Link to Science unit ‘Rocks’)	Write a non-chronological report about Volcanoes and Earthquakes, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources.	Write a range of instructions, including directions. Include introduction and top tips/warnings.	Layout of letters. Write a letter to a friend and a more formal letter.	Present a point of view in the form of a speech/presentation linking points persuasively and selecting style and vocabulary appropriate to the audience.
	‘Take One Book’ (Whole School) (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		‘Take One Book’ Theme ‘Our Global Family’ (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term This could include non-fiction text types not taught as a unit in this year group.	

Poetry	Vocabulary Building (1 week)	Structure – kennings (1 week)		Vocabulary Building (1 week)	Structure – haiku and tanka (2 weeks)		Vocabulary Building (1 week)	Take One Poet – poetry appreciation (1 week)	
Suggested outcome	Build vocabulary through reading and writing and performing free verse.	Read and write a kenning.		Build vocabulary through reading and writing and performing free verse. The Magic Box by Kit Wright <i>HfL</i>	Read and write a haiku and a tanka.		Build vocabulary through reading and writing and performing free verse.	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.	

English Modules – Year Three and Year Four 2023-2024 (Cycle A)

	Autumn			Spring			Summer		
Narrative	Stories with a theme (2 weeks) The Boy and the Piano by David Litchfield <i>HfL</i>	Traditional Tales - Myths (3 weeks) Ancient Myths Collection by Geraldine McCaughrean (The Story of the foundation of the great city of Rome) <i>HfL</i> (Additional text – a modern quest – The Boy and the Cloth of Dreams by Jenny Koralek)	‘Take One Book’ (Whole School) (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term Winter’s Child by Angela McAllister	Writing and performing a play (2 weeks) The Adventures of the Dish and the Spoon by Mini Grey <i>HfL</i>	Story Settings (2 weeks) Cloud Tea Monkeys by Mal Peet	‘Take One Book’ Theme ‘Our Global Family’ (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year	Folk Tales (4 weeks or 2 + 2) Fly Eagle, Fly retold by Christopher Gregorowski <i>HfL</i> The Tall Tale of the Giant’s Causeway by Lari Don		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year
	Suggested final written outcome	Write diary entries based on ‘The Boy and the Piano’.		Write own Roman Myth.	Write and perform a play based on a familiar story.		Write a section of a narrative (or several narratives) focusing on setting.	Rewrite the story Fly Eagle, Fly in the role as the eagle. Write a narrative pulling together characters, setting and plot, focusing on devices that move the plot on.	
Non-fiction	Report (3 weeks + 2 weeks) A range of texts based on pirates <i>HfL</i> Roman Army – Usbourne Discovery DK Find Out! Ancient Rome			Persuasion (3 weeks) The Day I Swapped my Dad for Two Goldfish by Neil Gaiman <i>HfL</i>	Instructions (1 week) DK Children’s Cookbook by Katherine Ibbs (<i>link to DT</i>)	Discussion (2 weeks) The Great Paper Caper by Oliver Jeffers	Explanation (2 weeks) Until I met Dudley by Roger McGough Charlie Small Gorilla City by Charlie Small (Nick Ward) <i>HfL</i>		
	Suggested final written outcome	Write own non-chronological report about Pirates.		Write own report independently based on notes gathered from several sources e.g. a historical report of the Romans.	Assemble and sequence points in order to plan the presentation of a point of view.	Write a set of instructions on how to make something, including top tips and warnings.	Consider different sides of an argument and decide on a course of action, summarising your reason in a letter to the animals.		Write a logically sequenced explanation text.

					(Link to DT)		E.g. Did bear get what he deserved? Should people be allowed a second chance? Etc...		
Poetry	Free Verse – Vocabulary Building (2 weeks)	Structure – riddles (1 week)		Free Verse Vocabulary building (1 week)	Structure – narrative poetry (1 week)		Free Verse - Vocabulary building (2 weeks)	Take one poet (1 weeks)	
Suggested outcome	Building vocabulary through reading, writing and performing free verse of choice	Read and write riddles and kennings e.g. linked to The Romans		Building vocabulary through reading, writing and performing free verse	Write own calligrams (shape poems)		Compose a free verse poem. Overheard on a Saltmarsh by Harold Monroe A small dragon by Brian Patten <i>HfL</i>	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart	

English Modules – Year Five and Year Six 2022-2023 (Cycle B)

	Autumn		Spring		Summer				
Narrative	Fiction from our literary heritage (5 weeks) Mr. William Shakespeare’s plays by Marcia Williams Shakespeare Stories by Leon Garfield <i>HfL</i> Circular Narratives (2 weeks) The Promise by Nicola Davies		‘Take One Book’ (Whole School) (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Mystery and Suspense (4 weeks) The Boy in the Tower by Polly Ho-Yen and The Watertower by Gary Crew <i>HfL</i>		‘Take One Book’ Theme ‘Our Global Family’ (1 week) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year Watercress by Sonya Hartnett	Study of a range of fiction genres (4 weeks) A range of genre fiction including: Uncle Montague’s Tales of Terror by Chris Priestly All Summer in a Day by Ray Bradbury The Messenger Bird by Ruth Eastham Ruby Redfort Look Into My Eyes by Lauren Child Skellig by David Almond <i>HfL</i>		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the year
Suggested final written outcome(s)	A narrative retelling of Macbeth. Write a circular narrative.			Write a new chapter for Boy in the Tower.			Write a non-linear story that combines the everyday with fantastical elements. Includes a flashback.		
Non-fiction	Report 2 weeks DK Find Out! Ancient Egypt The Egyptian Echo (Newspaper Histories) by Paul Dowswell	Instructions 1 week Mr Shaha’s Recipes for Wonder: adventures in science round the kitchen table by Alom Shaha	Persuasion 3 weeks Children of the King by Sonya Hartnett <i>HfL</i>	Recount - Biography 2 weeks Stone Girl, Bone Girl by Laurence Holt <i>HfL</i>	Discussion 2 weeks Zoo by Anthony Browne	Explanations 2 weeks Links to Science PoS			
Suggested final written outcome	Write a non-chronological report based on the Ancient Egyptians.	Embed instructions within another text type e.g. a report. Write detailed instructions with clear introduction and conclusion (e.g. How to mummify a Pharoah)	Write a persuasive speech.	Compose a biographical account based on research.	A debate followed up by a write up which presents and evaluates the opinions of multiple differing viewpoints (e.g. Should zoos exist or not?)	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.			

Poetry	Vocabulary Building – Free Verse (1 week)		Vocabulary Building – Free Verse (1 week)	Structure – Monologues (1 week)		Take One Poet – poetry appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse.		Read, write and perform free verse.	Read and respond.		Read, write and perform free verse Research a particular poet. Personal responses to poetry Recite familiar poems by heart.	

English Modules – Year Five and Year Six 2023-2024 (Cycle A)

	Autumn		Spring		Summer	
Narrative	<p style="text-align: center;">Adventure Stories (4 weeks) Cogheart by Peter Bunzl <i>HfL</i></p> <p style="text-align: center;">Short Stories (2 weeks) Tales of Outer Suburbia by Shaun Tan <i>HfL</i></p>		<p style="text-align: center;">Fantasy Fiction (3/4 weeks) Blackberry Blue: And Other Fairy Tales by Jamila Gavin <i>HfL</i></p>		<p style="text-align: center;">Take one film/visual literacy unit (3 weeks) The lion hunt by Peter Paul Rubens Tiger in a tropical storm / Surprised! by Henri Rousseau (+ text Eye of the Wolf – Daniel Pennac) <i>HfL</i></p>	
Suggested final written outcome	<p>Write a narrative based on the text.</p> <p>A first person recount of a journey with a surprising outcome, incorporating dialogue.</p>		<p>Write an alternative ending to a story.</p>		<p>Narrative with dialogue and description incorporated.</p>	
Non-fiction	<p style="text-align: center;">Report 4 weeks Arthur Spiderwick’s Field Guide to the Fantastical World Around You by Tony DiTerlizzi and Holly Black <i>HfL</i></p>	<p style="text-align: center;">Persuasion 2 weeks Rooftoppers By Catherine Rundell</p>	<p style="text-align: center;">Explanations 2/3 weeks How To Be a World Explorer: Your all-terrain training manual – Lonely Planet <i>HfL</i></p>	<p style="text-align: center;">Discussion 2 weeks Varmints by Helen Ward</p>	<p style="text-align: center;">Recount – Biography 2 weeks Survivors by David Long</p>	<p style="text-align: center;">Debating Skills 2 weeks</p>
Suggested final written outcome	<p>Formal non-chronological report in the style of Arthur Spiderwick’s Field Guide.</p>	<p>Write letters using different levels of formality, including a letter in the role of Charles.</p>	<p>A guide providing an explanation of how to survive in a chosen climate zone/biome.</p>	<p>A debate followed up by a write up which presents and evaluates the opinions of multiple differing viewpoints (e.g. deforestation)</p>	<p>Compose a biographical account or describe a person from different perspectives.</p>	<p>A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views.</p>

Poetry	Structure – Cinquain (1 week) Cinquain Poems (Poetry Party) by Lisa M Simons Where the Poppies Grow by Hilary Robinson <i>HfL</i>		Vocabulary Building (1 week) <i>HfL</i> The intention is that this unit will be directly followed by the Explanations unit	Structure – spoken word poetry/rap (1 week)		Narrative Poetry (2 weeks) The Listeners by Walter de La Mare <i>HfL</i>	
Suggested outcome	Create their own cinquain.		Read, write and perform free verse - Original animal poem	Listen to, read, and respond to raps. Experiment with writing their own.		Re-telling of the narrative of the poem.	