

ENGLISH OVERVIEW FOR KS2



Cycle 1 for 2020 /21 ONLY

Mars Class		Year 3
Whole Class Reading Texts		
Fantastic Mr Fox – Roald Dahl Flat Stanley	The Iron Man Billionaire Boy	Charlotte's Web Tom's Sausage Lion
Autumn	Spring	Summer
<p>NARRATIVE 1 Class text / stimulus: The Day the Crayons Quit - Oliver Jeffers Model Text: The Day the Crayons Quit – Teacher adapted version Genre & Plot Structure: Conflict and Resolution story Focus / Outcome (Hot Task): Children will write their own conflict and resolution story e.g. The Day the Clothes Quit</p> <p>POETRY Class text / stimulus: The Magic Box – Kit Wright Model Text: The Magic Box – Kit Wright Genre & Plot Structure: Poetry Focus / Outcome (HT): Children will write their own Magic Box poem</p> <p>NARRATIVE 2</p>	<p>NARRATIVE 3 Class text / stimulus: Grandpa's Teeth – Rod Clement Model Text: Teacher written / adapted version of Grandpa's Teeth or similar story Genre & Plot Structure: Mystery story/ Losing Tale Focus / Outcome (Hot Task): To write a losing tale.</p> <p>NON-FICTION 2/ NON-FICTION 3 Class text / stimulus: Grandpa's Teeth – Rod Clement Non-fiction 1 Model Text: Teacher written advert for a new set of teeth Genre & Plot Structure: Persuasion (advertising) Focus / Outcome (Hot Task): To write a persuasive radio advert for a new set of teeth for a particular person/creature. Non-fiction 2 Model Text: Teacher written letter from one of the characters persuading Grandpa that they are not guilty of stealing his teeth</p>	<p>DRAMA FOR WRITING (1 week as part of Narrative 1)/ NARRATIVE 4 Class text / stimulus: The Lion, the Witch and the Wardrobe – C S Lewis Genre & Plot Structure: Creating setting for a portal story – focus on vocabulary generation to be used elsewhere in writing Focus / Outcome (Hot Task): Generate vocabulary that can be used to create strong settings in a portal story. Short burst creative writing opportunities. Fiction Model Text: Setting description of The Lion, the Witch and the Wardrobe Genre & Plot Structure: Portal Story – focus on setting Focus / Outcome (Hot Task): To write a fantasy story opening and build up focused on their setting</p> <p>NON-FICTION 4 Class text / stimulus: The Lion, the Witch and the Wardrobe – C S Lewis, The Land of Never Believe – Norman Messenger</p>

<p>Class text / stimulus: One of Enid Blyton Adventure series stories e.g. The Island of Adventure, The Sea of Adventure, The Castle of Adventure</p> <p>Model Text: Adventure at Sandy Cove – Pie Corbett</p> <p>Genre & Plot Structure: Adventure Story / Finding Tale</p> <p>Focus / Outcome (Hot Task): To write an adventure story with a finding plot</p> <p>NON-FICTION 1 Class text / stimulus: Adventure at Sandy Cove – Pie Corbett</p> <p>Model Text: Teacher written newspaper article based on the findings from the story Adventure at Sandy Cove</p> <p>Genre & Plot Structure:</p> <p>Focus / Outcome (Hot Task): Children write their own newspaper report linked to their Narrative 2 story</p>	<p>Genre & Plot Structure: Persuasion</p> <p>Focus / Outcome (Hot Task): Letter to Grandpa to persuade him that he does not need his teeth.</p> <p>POETRY</p> <p>Class text / stimulus: Video of Sound Collector http://www.bbc.co.uk/education/clips/zc6qxn</p> <p>Model Text: Sound Collector–Roger McGough</p> <p>Genre & Plot Structure: Poetry</p> <p>Focus / Outcome (HT): To write a poem e.g. the colour collector etc</p>	<p>Model Text: Genre & Plot Structure: Teacher written report about an imaginary world</p> <p>Focus / Outcome (Hot Task): To write a report about an imaginary world/land</p> <p>NARRATIVE 5 Class text / stimulus: The Lion, the Witch and the Wardrobe – C S Lewis</p> <p>Model text: Elf Road by Pie Corbett</p> <p>Genre & Plot Structure: Portal story</p> <p>Focus / Outcome (Hot Task): To write a portal story</p>
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<p>Complementary texts Autumn</p> <ul style="list-style-type: none"> • Journey–Aaron Becker • Series of Unfortunate Events –Lemony Snicket • Flat Stanley • The Enid Blyton Adventure series • Famous Five stories by Enid Blyton 	<p>Complementary texts Spring</p> <ul style="list-style-type: none"> • The Thing in the Basement –Michaela Morgan • Who pushed Humpty Dumpty? –David Levinthal 	<p>Complementary texts Summer</p> <ul style="list-style-type: none"> • POEM: The Door by Miroslav Holub • The Tunnel–Anthony Browne • Leon and the Place Between- Graham Baker Smith • Peter Pan • The Golden Compass–Philip Pullman
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Jupiter Class Years 3 & 4

Whole Class Reading Texts		
<p>Bill's New Frock Flat Stanley – the great Egyptian grave robbery</p>	<p>Demon Dentist Charlie and the Chocolate Factory</p>	<p>Why the whales came How to train your dragon</p>
Autumn	Spring	Summer
<p>NARRATIVE 1 Class text / stimulus: The Wild Girl – Chris Wormell</p> <p>Model Text: The Wild Girl – Teacher adapted version</p> <p>Genre & Plot Structure: Overcoming the monster adventure tale</p> <p>Focus / Outcome (Hot Task): Chn will write a sequel further adventure of the wild girl.</p>	<p>NARRATIVE 3 Class text / stimulus: The Great Kapok Tree</p> <p>Model Text: The Great Kapok Tree</p> <p>Genre & Plot Structure: character transformation tale plot</p> <p>Focus / Outcome (Hot Task): to write an exciting story based on character transformation plot</p>	<p>NARRATIVE 4 Class text / stimulus: The Tunnel</p> <p>Fiction Model Text: The Tunnel</p> <p>Genre & Plot Structure: Opening and build up focused on setting</p>

<p>NON-FICTION 1 Class text / stimulus: The Wild Girl –Chris Wormell</p> <p>Model Text: The Day I met the Wild Girl – Teacher written magazine article</p> <p>Genre & Plot Structure: Recount</p> <p>Focus / Outcome (Hot Task): Chn will write their own magazine recount article about a meeting with a fictional character</p> <p>NARRATIVE 2</p> <p>Model Text: Alien landing (abridged)</p> <p>Genre & Plot Structure: Suspense tale (cliff hanger)</p> <p>Focus / Outcome (Hot Task): To write a suspense tale that concludes with a cliff hanger</p> <p>POETRY Focus text: Remembrance by Sue Cowling Throughout this unit, explore and write poetry via short burst writing opportunities, or include as an additional short unit.</p>	<p>POETRY 1 WEEK Class text / stimulus: Dragon’s Wood</p> <p>Non-fiction 1 Model Text: Dragon’s Wood</p> <p>Genre & Plot Structure: Poetry</p> <p>Focus / Outcome (Hot Task): Magical creature in a setting in the Dragon’s Wood format. Descriptive.</p> <p>NON-FICTION 2 Non-fiction 2 Model Text: Great Kapok Tree</p> <p>Genre & Plot Structure: Persuasion (INTERNALISE 2nd, 3rd, and 4th paragraphs. Use for text for reading as a writer)</p> <p>Focus / Outcome (Hot Task): write a persuasive letter from an endangered animal.</p> <p>NEEDS A WEEK OF SHORT BURST WRITING TO DEVELOP IT Diary entry in role as new character Detailed descriptive paragraphs for settings Acoustic poetry for conservation buzz words</p>	<p>Focus / Outcome (Hot Task): Generate vocabulary that can be used to create strong settings. Short burst creative writing opportunities.</p> <p>Focus / Outcome (Hot Task): opening story and build up to a central story focused on setting</p> <p>NON-FICTION 3 Class text / stimulus: The Tree Giant</p> <p>Model Text: The Tree Giant</p> <p>Focus / Outcome (Hot Task): Non-chron report</p> <p>NARRATIVE 5 Class text / stimulus: The Time Slip Scarab</p> <p>Model text: Teacher adapted version of The Time Slip Scarab</p> <p>Genre & Plot Structure: Portal story</p> <p>Focus / Outcome (Hot Task): To write a portal story</p>
<p>Complementary texts Autumn</p> <ul style="list-style-type: none"> Rose Blanche-Ian McEwan The Gardener-Sarah Steward A Soldier’s Friend–Megan Rix Stig of the Dump -Clive King Five children and It –E Nesbit The Enid Blyton Adventure series Famous Five stories by Enid Blyton 	<p>Complementary texts Spring</p> <ul style="list-style-type: none"> The Thing in the Basement –Michaela Morgan Who pushed Humpty Dumpty? –David Levinthal 	<p>Complementary texts Summer</p> <ul style="list-style-type: none"> POEM: The Door by Miroslav Holub The Tunnel–Anthony Browne Leon and the Place Between- Graham Baker Smith Peter Pan The Golden Compass–Philip Pullman
<p>Saturn Class Years 4 & 5</p>		
<p>Whole Class Reading Texts</p>		
<p>I believe in Unicorns Beowulf</p>	<p>Varjak Paw The Tempest</p>	<p>Harry Potter and the Philosopher’s Stone Boy</p>
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>

NARRATIVE 1

Class text / stimulus: Honestly, Red Riding Hood was Rotten by Trisha Speed Shaskan

Fiction Model Text: Rotten Red Riding Hood

Genre & Plot Structure: Traditional Tale with a Twist

Focus / Outcome (Hot Task): Writing from different perspectives

NON-FICTION 1

Non-fiction Model Text: Teacher written exemplar –persuasive speech

Genre & Plot Structure: Persuasion

NARRATIVE 2

Class text / stimulus: I Believe in Unicorns by Michael Morpurgo

Model Text: Gas Mask by Pie Corbett

Genre & Plot Structure: Portal story with a time-slip

Focus / Outcome (Hot Task): To write a portal story with a timeslip (back or forwards in time)

POETRY

Focus text: Little Red Riding Hood and the Wolf by Roald Dahl

Throughout this term, explore and write poetry via short burst writing opportunities, or include as an additional unit

NARRATIVE 3

Class text / stimulus: Beowulf – Michael Morpurgo

Fiction 3 Model Text: Beowulf fights the monster or similar teacher written model text

Genre & Plot Structure: Myth – Defeat the monster

Focus: Action Scene

Outcome (Hot Task): To write an action scene e.g for the battle between a hero and a mythical creature (could be Theseus and the Minotaur, Cobbler and the dragon or Beowulf and a creature),

NARRATIVE 4

Class text / stimulus: Stories such as: Ariadne, Theseus and The Minotaur or Cobbler of Krakow & the Dragon by Pie Corbett

Fiction 4 Model Text: Teacher written paragraph describing a mythical hero or beast

Genre & Plot Structure: Myth – Defeat the monster

Focus: Characterisation

Outcome (Hot Task): To write an extract from a myth which develops character

NARRATIVE 5

Class text / stimulus: The myth of Icarus including Henri Matisse’s depictions of the fall of Icarus

Model Text: Icarus

Genre & Plot Structure: Myth / Warning Story

Focus / Outcome (Hot Task): To write a myth with the plot structure of a warning story

POETRY 1 WEEK

Class text / stimulus: The caged bird- Maya Angelou

Genre & Plot Structure: Poetry

NARRATIVE 6

Class text / stimulus: The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black

Model Text: Teacher written opening and build up with a focus on setting and character

Genre & Plot Structure: Fantasy

Focus / Outcome (Hot Task): To write an opening and build up to a fantasy story with a focus on setting and character

NARRATIVE 7

Class text / stimulus: The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black

Model Text: The Night Fairy

Genre & Plot Structure: Fantasy/Finding Tale

Focus / Outcome (Hot Task): To write a Finding Tale recount set in a fantasy world

NON-FICTION 2 (short unit)

Class text / stimulus: The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black

Model Text: Teacher written persuasive letter to a River Troll

Genre & Plot Structure: Persuasion

Focus / Outcome (Hot Task): To write a persuasive letter to another of the fantastical creatures

NON-FICTION 3

Class text / stimulus: The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black

Model Text: Teacher written discussion – Should Trolls be Slaughtered?

Genre & Plot Structure: Discussion

	Focus / Outcome (Hot Task): Own poem about animal in captivity	Focus / Outcome (Hot Task): A discussion answering another Should questions related to one of the creatures from the class text
Complementary texts Autumn	Complementary texts Spring	Complementary texts Summer
<ul style="list-style-type: none"> Rose Blanche-Ian McEwan The Gardener-Sarah Steward A Soldier's Friend-Megan Rix Stig of the Dump -Clive King Five children and It -E Nesbit 	<ul style="list-style-type: none"> FATHER by Grahame Baker-Smith Clockworkby Philip Pullman The Snow Spider by Jenny Nimmo 	<ul style="list-style-type: none"> Gregor the Overlanderby Suzanne Collins Under the Green Hill by Laura Sullivan Hacker by Malorie Blackma

Neptune Class

Years 5 & 6

Whole Class Reading Texts

Macbeth Kensuke's Kingdom	Skellig Stormbreaker- Anthony Horowitz	Holes Hacker
Autumn	Spring	Summer
<p>NARRATIVE 1</p> <p>Class text / stimulus: Honestly, Red Riding Hood was Rotten by Trisha Speed Shaskan</p> <p>Fiction Model Text: Rotten Red Riding Hood</p> <p>Genre & Plot Structure: Traditional Tale with a Twist</p> <p>Focus / Outcome (Hot Task): Writing from different perspectives</p> <p>NON-FICTION 1</p> <p>Non-fiction Model Text: Teacher written exemplar –persuasive speech</p> <p>Genre & Plot Structure: Persuasion</p> <p>NON-FICTION 2</p> <p>Class text / stimulus: Images of Killer Whales; short films of Killer Whales in the wild.</p> <p>Model Text: Killer Whales</p> <p>Genre & Plot Structure: Information – Non-chronological report</p> <p>Focus / Outcome (Hot Task): To write a detailed information report about an endangered animal.</p>	<p>NARRATIVE 2</p> <p>Class text / stimulus: Lucinda's Secret (part of The Spider wick Chronicles)–Holly Black</p> <p>Model Text: Teacher written opening and build up with a focus on creating suspense</p> <p>Genre & Plot Structure: Fantasy/ Tale of suspense</p> <p>Focus / Outcome (Hot Task): To write an opening and build up to a fantasy story with a focus on suspense</p> <p>NON-FICTION 3</p> <p>Class text / stimulus: Lucinda's Secret (part of The Spider wick Chronicles)–Holly Black</p> <p>Model Text: The nightmare man- Pie Corbett</p> <p>Genre & Plot Structure: Fantasy/ Tale of suspense</p> <p>Focus / Outcome (Hot Task): To write a fantasy story with a central suspense theme</p> <p>NON-FICTION 4</p> <p>Class text / stimulus: Lucinda's Secret (part of The Spider wick Chronicles)–Holly Black</p> <p>Model Text: Teacher written discussion– Do elves exist?</p>	<p>NARRATIVE 4</p> <p>Class text / stimulus: Storm Breaker – Anthony Horowitz ; Videos about spies e.g. James Bond etc</p> <p>Model Text: Kidnapped by Pie Corbett</p> <p>Genre & Plot Structure: Adventure; Flashback plot</p> <p>Focus / Outcome (Hot Task): To write an adventure story</p> <p>NON-FICTION 5</p> <p>Class text / stimulus: Storm Breaker – Anthony Horowitz</p> <p>Model Text: Buy Now! - The Multifunction Mobile Phone Advert – Pie Corbett; Buy Now! – The Multi-purpose Spy Key Ring – Pie Corbett (for Innovation stage)</p> <p>Genre & Plot Structure: Persuasion</p> <p>Focus / Outcome (Hot Task): To write an advert for a gadget that Alex Rider may use.</p> <p>NON-FICTION 6</p> <p>Class text / stimulus: Real life gadgets taken apart Edward Heath Robinson illustrations; Video: The Shirt Machine – Jon Davis</p>

<p>POETRY Focus text: Jabberwocky by Lewis Carroll</p> <p>Throughout this term, explore and write poetry via short burst writing opportunities, or include as an additional short unit</p>	<p>Genre & Plot Structure: Discussion</p> <p>Focus / Outcome (Hot Task): To write a discussion around a fantastical creature e.g. Should pixies be kept in cages? Does an elfe queen have more power than a human queen? Are sprites responsible for the loss of petals and flowers in some plants? Should boggarts be kept as pets</p> <p>NARRATIVE 3 Class text / stimulus: Skellig – David Almond; A Monster Calls – Patrick Ness</p> <p>Model Text: Zelda Claw and the Rain Cat – Pie Corbett</p> <p>Genre & Plot Structure: Tale of Fear</p> <p>Focus / Outcome (Hot Task): To write a story which contains suspense</p>	<p>Model Text: Teacher Pleaser – Pie Corbett</p> <p>Genre & Plot Structure: Explanation</p> <p>Focus / Outcome (Hot Task): To write an explanation text about how something works e.g. Parent Pleaser Mark 2, Teacher Pleaser or about how a gadget designed for Alex Rider works.</p> <p>NON-FICTION 7 Class text / stimulus: Spy Kids film</p> <p>Model Text: Teacher written discussion – Should parents be spies?</p> <p>Genre & Plot Structure: Discussion</p> <p>Focus / Outcome (Hot Task): To write a discursive text e.g. Should children as young as 12 be allowed to undertake dangerous spy missions</p> <p>POETRY Focus text: From a Railway Carriage–Robert Louis Stevenson</p> <p>Throughout this term, explore and write poetry via short burst writing opportunities, or include as an additional short unit</p>
<p>Complementary texts Autumn</p>	<p>Complementary texts Spring</p>	<p>Complementary texts Summer</p>
<ul style="list-style-type: none"> • Dinosaurs and all that Rubbish–Michael Foreman • The Promise–Nicola Davis • One World–Michael Foreman 	<ul style="list-style-type: none"> • Gregor the Overlanderby Suzanne Collins • Under the Green Hillby Laura Sullivan • Hacker by Malorie Blackma 	<ul style="list-style-type: none"> • Video: Wallace and Gromit’s World of Adventures • Until I Met Dudley–Roger McGough • Dotty Inventions-Roger McGough • How ... really work–Alan Snow series
<p>Pluto Class Year 6</p>		
<p>Whole Class Reading Texts</p>		
<p>Clockwork – Phillip Pullman Goodnight Mister Tom</p>	<p>The Hobbit – J.R.R.Tolkin</p>	<p>The Hunger Games</p>
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>NARRATIVE 1 Class text / stimulus: Lucinda’s Secret (part of The Spider wick Chronicles)–Holly Black</p>	<p>NARRATIVE 2 Class text / stimulus: The Caravan by Pie Corbett Model Text: The Caravan by Pie Corbett</p>	<p>INDEPENDENT WRITING OPPORTUNITIES Class text / stimulus: The Island – Armin Greder; Cogheart – Peter Bunzl</p>

Model Text: Teacher written opening and build up with a focus on creating suspense

Genre & Plot Structure: Fantasy/ Tale of suspense

Focus / Outcome (Hot Task): To write an opening and build up to a fantasy story with a focus on suspense

NON-FICTION 1

Class text / stimulus: Lucinda's Secret (part of The Spider wick Chronicles)–Holly Black

Model Text: The nightmare man- Pie Corbett

Genre & Plot Structure: Fantasy/ Tale of suspense

Focus / Outcome (Hot Task): To write a fantasy story with a central suspense theme

NON-FICTION 2

Class text / stimulus: Lucinda's Secret (part of The Spider wick Chronicles)–Holly Black

Model Text: Teacher written discussion– Do elves exist?

Genre & Plot Structure: Discussion

Focus / Outcome (Hot Task): To write a discussion around a fantastical creature e.g. Should pixies be kept in cages? Does an elfe queen have more power than a human queen? Are sprites responsible for the loss of petals and flowers in some plants? Should boggarts be kept aspets

NON-FICTION 3

Class text / stimulus: The Tunnel

Model Text: Teacher adapted The Tunnel

Genre & Plot Structure: Diary recount (innovate as a woodland creature)

Focus / Outcome (Hot Task): To write a recount based on experience

NON-FICTION 4

Class text / stimulus: The Tunnel

Genre & Plot Structure: Warning Story

Focus / Outcome (Hot Task): To write a warning story

INDEPENDENT WRITING SEQUENCE TO COLLECT SAMPLES

Class text / stimulus: The Lighthouse (video)

Model Text:

Genre & Plot Structure:

Focus / Outcome (Hot Task):

Due to transition and summative assessments, during this period children will be given independent writing opportunities using the class readers as a stimulus.

NARRATIVE

1. Write a scene from the story e.g. an action scene
2. Write an excerpt from the perspective of a particular character
3. Write a portal, time slip story, stimulated by Cogheart, where adventure happens in a new, fantastical world.

NON-FICTION

1. Non-chronological report about the creatures found on an imaginary island (use The Land of Never Believe by Norman Messenger as a stimulus)
2. Detailed instructions for how to look after a mechanical fox

POETRY

Class text / stimulus: Memories - Pie Corbett

Model text: Memories - Pie Corbett

Genre & Plot Structure: Poetry

Focus / Outcome (Hot Task): To write a poem e.g. their own Memories poem that captures key memories of primary school

AUTOBIOGRAPHY

Class text / stimulus: This Is Me by Matilda Wormwood Autobiography

Model text: This Is Me by Matilda Wormwood Autobiography

Genre & Plot Structure: Biography/Autobiography

Focus / Outcome (Hot Task): To write a 'This is Me' autobiography to send to secondary school

<p>Model Text: Should Jack have gone into the Tunnel?</p> <p>Genre & Plot Structure: Discussion text</p> <p>Focus / Outcome (Hot Task): Discussion based on Teacher innovation drawn Skellig; Should Michael have gone into the shed? Children's innovation: Should Ron and Harry have gone into the forest? Adapt discussion unit from 'Should Teachers be Spies?'</p>		
<p>Complementary texts Autumn</p>	<p>Complementary texts Spring</p>	<p>Complementary texts Summer</p>
<ul style="list-style-type: none"> • Wild Magic (Cat Weatherill) • The Nightmare Stair (Robert Swindells) • The Midnight Fox (Betsy Byars) • KrindkeKrax (Philip Ridley) 	<ul style="list-style-type: none"> • Video: Wallace and Gromit's World of Adventures • Until I Met Dudley–Roger McGough • Dotty Inventions-Roger McGough • How ... really work–Alan Snow series 	<ul style="list-style-type: none"> • The Arrival – Shaun Tan • River Boy – Tim Bowler • The Hobbit – JRR Tolkien