



**St. Michael's First School, Stone**  
**English Unit Overview 2021/22**

<b>Year 1</b>					
<b>Narrative Units</b>	<b>Stories with familiar settings</b>	<b>Stories from a range of cultures</b>	<b>Traditional and fairy tales</b>	<b>Stories involving the past</b>	
16 weeks	4 weeks or 2 x 2	4 weeks or 2 x 2	4 weeks or 2 x 2	4 weeks or 2 x 2	
<b>Non-fiction</b>	<b>Labels, lists and captions</b>	<b>Instructions</b>	<b>Recounts</b>	<b>Information texts</b>	<b>Writing to explain</b>
16 weeks	2 week	4 weeks	4 weeks	4 weeks	2 weeks
<b>Poetry</b>	<b>Acrostic, shape and performance</b>	<b>Poems on a theme</b>			
4 weeks	2 weeks	2 weeks			

<b>Year 2</b>					
<b>Narrative Units</b>	<b>Stories with familiar settings</b>	<b>Traditional tales</b>	<b>Narratives from history - famous people</b>	<b>Stories based on personal experience</b>	<b>Stories by famous authors</b>
16 weeks	4 weeks or 2 x 2	4 weeks or 2 x 2	3 weeks	2 weeks	3 weeks
<b>Non-fiction</b>	<b>Instructions</b>	<b>Explanation</b>	<b>Recounts: personal and historical</b>	<b>Non-Chronological reports</b>	<b>Persuasive texts</b>
15 weeks	2 weeks	2 weeks	4 weeks	5 weeks (split into 2/3 units)	2 weeks
<b>Poetry</b>	<b>Poems with a reason/ purpose</b>	<b>Really looking</b>	<b>Shape poetry</b>		
5 weeks	2 weeks	2 weeks	1 weeks		

<b>Year 3</b>					
<b>Narrative Units</b>	<b>Stories with other cultures</b>	<b>Myths and Legends</b>	<b>Adventure narrative</b>	<b>Fantasy narrative</b>	<b>Playscripts</b>
16 weeks	3 weeks	4 weeks	4 weeks	3 weeks	2 weeks
<b>Non-fiction</b>	<b>Instructions</b>	<b>Non-chronological Reports</b>	<b>Recounts: personal recount and diary</b>	<b>Explanation texts</b>	<b>Persuasive texts: adverts and leaflets</b>
16 weeks	2 weeks	4 weeks	4 weeks	2 weeks	4 weeks
<b>Poetry</b>	<b>Poems to perform</b>	<b>Descriptive poetry</b>	<b>Language play</b>		
4 weeks	1 week	1 weeks	2 weeks		

<b>Year 4</b>					
<b>Narrative Units</b>	<b>Stories with historical settings</b>	<b>Stories from famous authors</b>	<b>Stories from other cultures</b>	<b>Stories which raise issues/ dilemmas</b>	<b>Playscripts</b>
16 weeks	4 weeks	4 weeks	3 weeks	3 weeks	2 weeks
<b>Non-fiction</b>	<b>Recounts: newspapers</b>	<b>Recounts: diary</b>	<b>Non-chronological reports</b>	<b>Persuasive texts: letters and adverts</b>	<b>Discussion: balanced argument</b>
16 weeks	4 weeks	2 weeks	5 weeks	3 weeks	2 weeks
<b>Poetry</b>	<b>Creating images</b>	<b>Exploring form</b>			
4 weeks	2 weeks	2 weeks			

## English Writing overviews

This long term plan has been created to enable staff to devise, plan and teach effective sequences of learning on writing skills, ensuring that the children at St. Michael's have a deep understanding of a wide range of text genres. The plan was created as part of staff CPD on Talk for Writing, using existing themes or units where possible, whilst ensuring that all text genres were covered as children progress through the school. The long term plan gives staff a particular focus for the teaching of writing in terms of the specific text genre to cover and the context in which it could be taught. The long term plans ensures that both fiction and non-fiction receive equal focus across the school curriculum, as well as giving the children chance to acquire, practice and consolidate skills for each writing genre as they will be built upon in following years. When planning units of work, staff will use the three step approach from Talk for Writing to build children's knowledge of texts before applying these skills to increasingly independent written outcomes through the unit. The aim is that writing becomes an integral part of English teaching and that teaching scaffolds written outcomes towards independent application of the taught features and skills.

In order to plan effective units of work for each genre, staff should consult:

- **The National Curriculum 2014** pg 13 – 48, with particular focus on the sections – 'transcription', 'composition' and 'vocabulary, punctuation and grammar' and their relevant objectives. The curriculum is available online at: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
- **The Revised Framework for Literacy Support for Writing** This document gives staff an overview of what each genre does, its purpose, relevant audiences and a general introduction to texts of this type. It then gives a detailed overview of each genre's generic structure, language features and knowledge for the writer. Towards the end of the document, it gives a progression of skills for each genre. Whilst the expectations here are for the old curriculum **and therefore should not be followed**, the progression and development of the genre outlined is still generally valid for children at differing stages of development. The Revised Framework is saved on the staff area and can also be accessed from: <https://bso.bradford.gov.uk/userfiles/file/Assessment/Progression%20Papers%20and%20text%20types%20docs.pdf>
- **Talk for Writing** It outlines the Talk for Writing pedagogy, including an overview of the 'Imitation, Innovation and Invention/Independent application' phases, as well as a list of suitable outcomes and activities for each stage. It highlights the shared resources and writing that should be integral to the teaching and learning process, evident in the learning environment and children's outcomes. When planning genres, staff should think about what they would children to achieve by the end of the unit (specifically about the skills required) and then 'plan backwards' to think about what learning needs to take place in order for the children to get from where they are currently, to where they should be by the end of the unit. Writing opportunities and the development of skills in context should then be at the heart of every English lesson.

Year group: Nursery

English writing units/ focus

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
<p>Mark making in paint and chalk.</p> <p>Story focus Elmer + dressing up day Developing listening skills.</p> <p>Listening walks and 'sound' games on computer.</p> <p>Weekly library.</p> <p>On-going fine motor tasks to improve pencil control – eg threading and peg</p>	<p>Over-writing Trace names</p> <p>Phonics Phase 1</p> <p>Instruments loud/quiet sounds.</p> <p>Formation tasks.</p> <p>Weekly library.</p>	<p>Julia Large 'rainbow' alphabet.</p> <p>Formation sheets go home (2 sounds each week).</p> <p>Weekly Nursery Rhyme (sent home).</p> <p>Phase 2 phonics – initial sounds.</p> <p>Weekly library.</p>	<p>All children to mark make/write in topic books.</p> <p>Alphabet puzzles.</p> <p>Name writes.</p> <p>Jolly phonics songs.</p> <p>Weekly library.</p>	<p>Act out Fairy Tales.</p> <p>Readers sent home (picture books mostly).</p> <p>Names writing and letter formation practise.</p> <p>Weekly library.</p>	<p>Developing rhyme games and books like 'Oi Frog'.</p> <p>Copy writing.</p> <p>Writing postcards.</p> <p>Name writing continues.</p> <p>Weekly library.</p>

## Early Years - Reception

## Yearly Planning Overview

<b>Topic</b>	<b>Marvellous me and my family tree</b>	<b>Celebrations Puddles RE books</b>	<b>People who help us</b>	<b>Nocturnal animals</b>	<b>Growing and hatching</b>	<b>Shiver me timbers!</b>
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<p><b>Literacy &amp; C &amp; L</b></p> <p>Each topic non-fiction and fiction books linked to the current theme are put out in free play for the children to explore.</p>	<p>Reading familiar stories, joining in repeated phrases.</p> <p>1<sup>st</sup> writing, name writing.</p> <p>Phase 2 phonics, read and write cvc's.</p> <p>Neli assessments.</p> <p>Read 'It's ok to be different' and 'the family book' T4W</p> <p>Family café – making a photo frame (sticks).</p> <p>Label family photo.</p> <p>All about me profile handwriting/letter families.</p>	<p>Labelling pictures practicing phase 2 phonics, cvc.</p> <p>Simple sentences using common exception words I, is, the, to, no, go, am. Sentences using these tricky words linked to festivals.</p> <p>Party list writing.</p> <p>Diwali week.</p> <p>Recount of Santa trip.</p> <p>Assessment – list to Santa.</p> <p>Rhyming strings.</p> <p>Onomatopoeia.</p> <p>Santa letter.</p> <p>Christmas Story text.</p>	<p>Reading non-fiction tests and analysing features.</p> <p>Sentences about a person who helps us.</p> <p>Phase 3 phonics, digraphs, HFW.</p> <p>Visits from 'people who help us' – questions, interactions, understanding.</p> <p>Family café-fun phonics.</p> <p>Party invite (Jolly Postman).</p> <p>'Supertato' speech bubbles.</p>	<p>Labelling animals and sorting.</p> <p>Adjectives to describe animals – sentences.</p> <p>T4W –Percy the Park Keeper. (4 wks)</p> <p>Who am I? – Describe an animal for the children to guess.</p> <p>Wolseley bridge recount.</p> <p>Non-fiction texts.</p> <p>Easter nests – instructions.</p> <p>That's not my book – adjectives. Forest school link.</p> <p>Night Monkey Day Monkey Text.</p>	<p>Growing plants - label parts of a plant.</p> <p>Hungry Caterpillar, story board (setting, characters, first, next, then).</p> <p>Chick diary.</p> <p>Handwriting on the lines.</p> <p>Phase 4 phonics.</p> <p>Oliver's Vegetables – comprehension questions, food faces and list, instructions to make a milkshake etc.</p> <p>Family café – marvellous maths.</p> <p>Life cycle non-fiction books.</p>	<p>Read pirate (blue book) stories, children to write a paragraph from a picture.</p> <p>Speech marks, speech bubbles.</p> <p>The singing mermaid – writing a blurb.</p> <p>Geography – Where would your ship take you? Explore different countries.</p> <p>Under the sea animal facts.</p> <p>Family Café – Forest School.</p>
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Year group: 1

English writing units/ focus and **Guided Reading Texts**

<b>Autumn Half Term 1</b>	<b>Autumn Half Term 2</b>	<b>Spring Half Term 1</b>	<b>Spring Half Term 2</b>	<b>Summer Half Term 1</b>	<b>Summer Half Term 2</b>
<p><b>Narrative</b> Oliver’s Vegetables/ Squash and squeeze (2 week unit) <b>G/R – Farmer Duck</b></p>	<p><b>Poetry</b> Poems on a theme Celebrations, 12 Days of Christmas/ Fireworks (2 week unit)</p>	<p><b>Information texts</b> Polar animals, Penguins, bears... (2 week unit)</p>	<p><b>Traditional Tales</b> stories from the past (2 week unit)</p>	<p><b>Stories from Other Cultures</b> Handa’s Surprise (2 week unit)</p>	<p><b>Stories with Familiar Settings</b> Lucy and Tom (2 week unit)</p>
<p><b>Instructions</b> (recipes linked to science – bread) (2 week unit)</p>	<p><b>G/R Special Day Poems</b></p>	<p><b>Stories with familiar settings</b> Re-tell Enormous Turnip (2 week unit)</p>	<p><b>Fairy tales</b> (2 week unit)</p>	<p><b>G/R Handa’s Surprise</b></p>	<p><b>G/R The Colour Monster</b></p>
<p><b>Stories with familiar settings</b> Little Red Hen/The Enormous Turnip (2 week unit)</p>	<p><b>Instructions</b> D/T Christmas Treat (2 week unit)</p>	<p><b>G/R Open Very Carefully a Book with Bite!</b></p>	<p><b>G/R Little Red Riding Hood</b></p>	<p><b>Stories from Other Cultures</b> A Country Far Away We’re going on a Lion Hunt (2 week unit)</p>	<p><b>Poetry – acrostic, shape and performance poetry (seaside) (2 week unit)</b></p>
<p><b>G/R Farm Animals</b></p>	<p><b>Stories from the past</b> Guy Fawkes / Christmas Story (2 week unit)</p>		<p><b>G/R Jack and the Beanstalk</b></p>	<p><b>Writing to Explain</b> (2 week unit)</p>	<p><b>Recounts</b> Postcards (2 week unit)</p>
	<p><b>G/R Senses Poems</b></p>		<p><b>Stories from the past</b> Stafford Castle/ George and the Dragon/Aesop’s Tales (2 week unit)</p>	<p><b>G/R The Ugly Five</b></p>	<p><b>G/R Dinosaurs</b></p>

<b>Autumn Half Term 1</b>	<b>Autumn Half Term 2</b>	<b>Spring Half Term 1</b>	<b>Spring Half Term 2</b>	<b>Summer Half Term 1</b>	<b>Summer Half Term 2</b>
<p><b>Stories with Familiar Settings/Famous Authors</b> George’s Marvellous Medicine (2 week unit) <b>G/R The Giraffe and the Pelly and Me</b></p> <p><b>Explanations</b> Explanation text Great Fire of London (2 week unit) <b>G/R The Great Fire of London</b></p> <p><b>Recount-Famous People</b> Great Fire of London Samuel Pepys Diary (2 week unit)  <b>G/R The Bog Baby</b></p>	<p><b>Poetry</b> Poems for a purpose (Fireworks/ Remembrance) (2 week unit) <b>G/R Reading Dragon Poems</b></p> <p><b>Non-chronological report and Famous People</b> Florence Nightingale and Mary Seacole (4 week unit) <b>G/R Florence Nightingale</b></p> <p><b>G/R What would Christmas be without love?</b></p>	<p><b>Traditional Tales</b> Rapunzel and Alternative Fairytales (4 week unit) <b>G/R Prince Cinders</b> <b>G/R Goldilocks</b></p> <p><b>Newspaper recounts</b> Based on the traditional tales (2 week)  <b>G/R The 3 Little Wolves and the Big Bad Pig.</b></p>	<p><b>Stories Based on Personal Experience and Persuasive</b> The Day the Crayons Quit and The Day the Crayons Came Home (4 week unit) <b>G/R The Seeds of Friendship</b></p> <p><b>G/R The Tear Thief</b></p> <p><b>Poetry</b> Really Looking using ‘The Wizard’s pocket’ (2 week unit) <b>G/R Big Dreams</b> <b>Amelia Earhart</b></p>	<p><b>Stories with Familiar Settings</b> The Disgusting Sandwich (2 week unit) <b>G/R After the fall</b></p> <p><b>Instructions</b> How to plant seeds Science link (2 week unit) <b>G/R How to Hide a Lion</b></p> <p><b>Stories by Famous Authors</b> The Magic Finger/ Roald Dahl (2 week unit) <b>G/R How to Hide a Lion at School</b></p>	<p><b>Shape Poetry</b> Animal Poems (1/2 week unit) <b>G/R Meerkat Mail</b></p> <p><b>Non-chronological reports</b> (Peak Wildlife Park visit) Reports on animals and visit (3 week unit) <b>G/R African Animal Fact Files Elephants</b></p> <p><b>Persuasive</b> Letter to get a new pet (1 week)  <b>G/R Flotsam</b></p>



<b>Autumn Half Term 1</b>	<b>Autumn Half Term 2</b>	<b>Spring Half Term 1</b>	<b>Spring Half Term 2</b>	<b>Summer Half Term 1</b>	<b>Summer Half Term 2</b>
<p><b>Adventure Narrative</b> Fantastic Mr Fox (4 week unit)</p> <p><b>G/R Fantastic Mr Fox</b></p> <p><b>Personal recount</b> Stone Age Visit (2 week unit)</p> <p><b>G/R Stone Age Boy</b></p> <p><b>Performance Poetry</b> Humorous Poems (2 week unit)</p> <p><b>G/R Read the First Drawing</b></p>	<p><b>Stories with Familiar Settings</b> The Hodgeheg (2 week unit)</p> <p><b>G/R Iron Man wks 1 &amp; 2</b></p> <p><b>G/R Iron Man wks 3 &amp; 4</b></p> <p><b>Non-chronological reports</b> – Road Safety Booklet (2 week unit)</p> <p><b>G/R European Landmarks</b></p> <p><b>Newspaper Reports</b> (2 week unit)</p> <p><b>G/R Christmas Text</b></p>	<p><b>Stories from other cultures</b> Stories about emotions 'King of the Sky' and 'Perfect'. (3 week unit)</p> <p><b>G/R Traction Man</b></p> <p><b>Recount Personal and diary</b> Roman Visit (3 week unit)</p> <p><b>G/R Romans on the Rampage</b></p> <p><b>G/R Roman Diary</b></p> <p><b>Story of Iliona</b></p> <p><b>Language Play and descriptive Poetry</b> Poems about Emotions. (2 week unit)</p>	<p><b>Stories from Famous Authors</b> Charlie and the Chocolate Factory Story writing and dialogue (4 week unit)</p> <p><b>G/R Diary of a Killer Cat</b></p> <p><b>G/R Oliver and the Seawigs</b></p> <p><b>Persuasive texts</b> – Writing Adverts/ leaflets (2 week unit)</p> <p><b>G/R The Matchbox Diary</b></p>	<p><b>Non-fiction Information Texts</b> Amazing Records (4 week unit)</p> <p><b>G/R The Woolly Mammoth</b></p> <p><b>Non-fiction writing/ non-chronological reports</b> about animals- Deadly 60 (2 week unit)</p> <p><b>G/R The Rainforest Grew All Around</b></p>	<p><b>Fantasy Narrative</b> Traditional Tales Three Billy Goats Gruff and fables Letter writing Story telling and performing Story Writing (3 week unit)</p> <p><b>G/R Voices in the Park</b></p> <p><b>G/R Bold Women in Black History</b></p> <p><b>Playscripts</b> Linked to above and end of Year performance (2 week unit)</p>

Year group: 4

English writing units/ focus and **Guided Reading Texts**

<b>Autumn Half Term 1</b>	<b>Autumn Half Term 2</b>	<b>Spring Half Term 1</b>	<b>Spring Half Term 2</b>	<b>Summer Half Term 1</b>	<b>Summer Half Term 2</b>
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<p><b>Fantasy Stories</b> How to train your dragon Developing extended writing. (4 week unit)</p> <p><b>G/R How to Train Your Dragon</b></p> <p><b>Non-Chronological Reports</b> Vikings – Invaders and settlers text (3 week unit)</p> <p><b>G/R The Dragons Hoard (3 wks)</b></p>	<p><b>Stories with Historical Settings</b> Anglo Saxon Stone The story of Stone (4 week unit)</p> <p><b>G/R Anglo-Saxon Boy (4 wks)</b></p> <p><b>Non-chronological Reports</b> Who were the Vikings? (3 week unit)</p> <p><b>Creating Images</b> Poetry – Windows (2 week unit)</p> <p><b>G/R Polar Express</b></p>	<p><b>Recounts</b> <b>Diary Writing</b> 'Little Mouse's Big Book of Fears' (4 week unit) 'After the Fall'</p> <p><b>G/R A Stone for Sascha (4 wks)</b></p> <p><b>Recount newspaper reports</b> (2 week unit)</p> <p><b>G/R Leon and the Place Between</b></p>	<p><b>Stories from Famous Authors</b> Roald Dahl Charlie and the Chocolate Factory (4 week unit)</p> <p><b>G/R Here we are</b></p> <p><b>Persuasive Texts</b> Letters and Adverts (3 week unit)</p> <p><b>G/R The Wild Robot</b></p>	<p><b>Stories which raise issues/ dilemmas</b> 'The Great Kapok Tree' (3 week unit)</p> <p><b>G/R The Great Kapok Tree</b></p> <p><b>Persuasive Texts</b> Save the Rainforests Discussion-balanced arguments (2 week unit)3?</p> <p><b>G/R Reading River Poetry</b></p>	<p><b>Stories from other Cultures</b> 'The Pot of Wisdom' 'African Tales' (3 week unit)</p> <p><b>G/R Escape from Pompeii</b></p> <p><b>Playscripts</b> End of Year Performance, analysing script. (2 week unit)</p> <p><b>G/R</b></p> <p><b>Exploring Form</b> Poetry (2 week unit)</p>
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