

Tiverton Academy

Long Term English Overview

'All pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

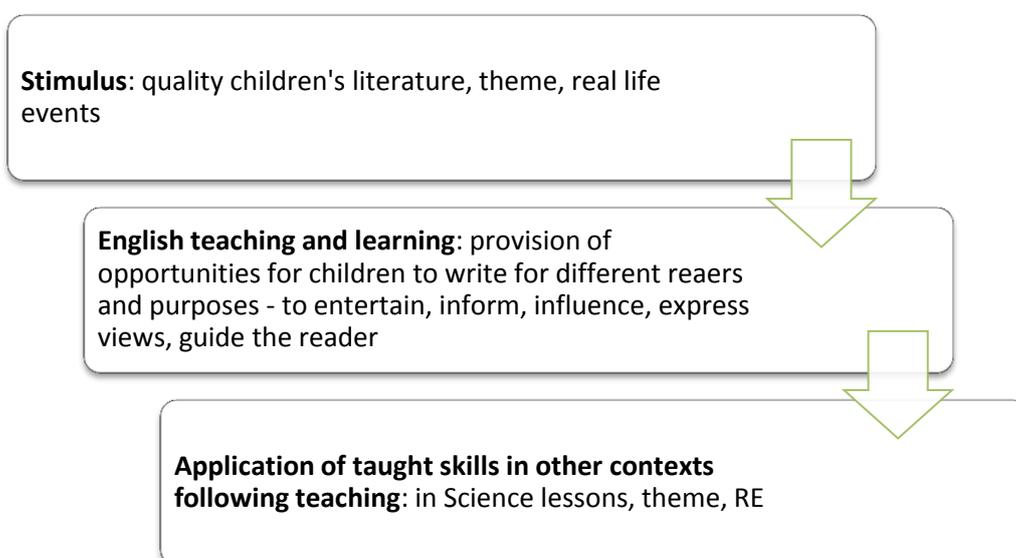
'Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.'

English programmes of study: key stages 1 and 2 National curriculum in England, DfE (2013)

The English curriculum is led by quality children's literature, class themes, relevant real life events and the children's world. These provide stimulus for meaningful teaching and learning where the purpose and audience of the writing leads the form it takes.

Purpose	Examples of form
Entertain	Narrative forms; poetry and poetic forms
Inform	<i>Labels, captions, museum curation, non-chronological report, information leaflet, newspaper article, school report, encyclopaedia, dictionary, documentary, fact files</i>
Influence	<i>One-sided argument, debate, discussion text, letter of application, persuasive letter, persuasive essay, advert, flyer, journalistic writing</i>
Guide	<i>Instructions, explanation, scientific writing, biography, information text, recipes, atlas, manual, recount of an event, autobiography</i>
Express	<i>Opinions page, diary entries, personal letters, anecdotes, review, interview</i>

The process



Years 1 and 2		
Entertain	Narrative	<ul style="list-style-type: none"> • Traditional tales (fairy tales, stories from other cultures, twisted fairy tales) • Fantasy (stories about fantasy worlds) • Contemporary (familiar settings, predictable and patterned language) • Author study (stories by the same author)
	Poetry	<ul style="list-style-type: none"> • Patterns and rhyme • Poems on a theme • Poet study (poems by the same poet)
Inform		Labels Captions Museum curation Fact files
Influence		flyer
Guide		Instructions Recount Scientific writing Information text
Express		Opinions page
Key Texts linked to topic		The First slodge The way back home Traction Man The Olivia series The story tree Here's a little poem Gorilla Begu Toys in space Naughty Bus Tin Forest Selfish Giant Lila and the secret of rain The magic porridge pot

Notes

- Writing skills will be applied in other curriculum areas.
- Children will have opportunities to write in role.
- Children should write complete narrative compositions on a regular basis. See document: Narrative Across the Primary Phase

- Writing will take a range of forms according to the purpose and audience, e.g. letters, recipes, fact files, comparing, book making, etc.
- Poetry will include reciting and performing poetry.
- Possible poets: *Julia Donaldson, Michael Rosen, Allan Ahlberg, Hilda Offen, A.A. Milne, Robert Louis Stevenson.*
- Possible themes for poetry: *families and friends, holidays and daytrips, school, nature, senses.*
- Children will be exposed to and respond to classic texts, e.g. *The Diary of a Killer Cat, Clever Polly and the Stupid Wolf, The Tiger who Came to Tea, The Sheep Pig, The Owl who was Afraid of the Dark, The True Story of the Three Little Pigs, Gorilla, Zoo.*
- Teaching units may be combined as appropriate, e.g. stories by the same author and fantasy: *Mini Grey, Anthony Browne, Dick King-Smith.*

Years 3 and 4		
Entertain	Narrative	<ul style="list-style-type: none"> • Traditional tales (myths, legends, fables) • Adventure • Fantasy/ science fiction • Author study (stories by the same author)
	Poetry	<ul style="list-style-type: none"> • Classic poetry • Poems on a theme • Poet study (poems by the same poet)
Inform		Non – chronological reports Information leaflet Newspaper article Encyclopaedia Dictionary Fact file Diagrams/labelling
Influence		One sided argument Debate Discussion text Persuasive letter Advert Flyer Journalistic writing
Guide		Explanation Scientific writing Information texts Recipes Recount of an event
Express		Opinions page Diary entry Personal letters Inetrviews

Key Texts linked to topic	Flotsam The Promise Diary of a Killer Cat Charlie and the Chocolate Factory Drake's Drummer Boy Secret Agent Jack Stalwart Kensuke's Kingdom The Firework Makers Daughters The lion, the witch and the wardrobe. The story thief The Great Kapok tree
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Notes

- Writing skills will be applied in other curriculum areas.
- Writing will take a range of forms according to the purpose and audience, e.g. letters, comparisons, reviews, book making, guides, voice-overs, etc. This is to extend the range of registers children write in and to ensure they are developing their understanding of the difference between spoken and written language.
- Children should write complete narrative compositions on a regular basis. See document: Narrative Across the Primary Phase
- Poetry will include reciting and performing poetry.
- Possible poets: *Brian Patten, Grace Nichols, Roger McGough, Valerie Bloom, Joseph Coelho.*
- Children will be exposed to and respond to classic texts, e.g. *The Jabberwocky, The Ning Nang Nong, The Iron Man, Charlotte's Web, The Lion, The Witch and the Wardrobe, From a Railway Carriage, The Ice Palace, The Little Prince.*
- Author/poet studies will include reading, comparing and responding to writers' work.
- Possible authors: *S F Said, Grahame Baker-Smith, Neil Gaiman.*

Years 5 and 6		
Entertain	Narrative	<ul style="list-style-type: none"> • Historical adventure • Science fiction/ fantasy/ dystopian world • Mystery/ horror • Contemporary/ literary heritage • Author study (including choice and comparison)
	Poetry	<ul style="list-style-type: none"> • Classic (narrative and free verse) • Poems on a theme • Poet study (poems by the same poet)
Inform		Non-chronological report Information leaflet Newspaper article School report Encyclopaedia Dictionary Documentary Fact files

Influence	<p>One – sided argument</p> <p>Debate</p> <p>Discussion text</p> <p>Letter of application</p> <p>Persuasive letter</p> <p>Persuasive essay</p> <p>Advert</p> <p>Flyer</p> <p>Journalistic Writing</p>
Guide	<p>Explanations</p> <p>Scientific Writing</p> <p>Biography</p> <p>Autobiography</p> <p>Information texts</p> <p>Manual</p> <p>Recount of an event</p>
Express	<p>Opinions page</p> <p>Diary entry</p> <p>Personal letter</p> <p>Anecdotes</p> <p>Review</p> <p>Interview</p> <p>Setting description</p>
Key Texts linked to topic	<p>Holes</p> <p>Private Peaceful</p> <p>Street Child</p> <p>Rose Blanche</p> <p>Erika’s Story</p> <p>Macbeth</p> <p>After tomorrow</p> <p>The Highwayman</p> <p>Goodnight Mister Tom</p> <p>The turbulent term of Tyke Tyler</p> <p>Romeo and Juliet</p> <p>A Midsummer Night’s Dream</p> <p>The Giver</p> <p>The Egypt Game</p> <p>Cosmic</p>

- Writing skills will be applied in other curriculum areas.
- Writing will take a range of forms according to the audience and purpose, e.g. persuasive letters, evaluations, comparison of authors’ treatments of themes, summaries, guides, documentaries, etc. This is to extend the range of registers children write in and to ensure they are developing their understanding of the difference between spoken and written language. Children in Years 5 and 6 will write in a range of registers, including more formal registers and make choices about the form and audience of their writing.

- Children should write complete narrative compositions on a regular basis. See document: Narrative Across the Primary Phase
- Poetry will include reciting and performing poetry.
- Possible poets: *James Carter, Rachel Rooney, John Agard, Benjamin Zephaniah, Carol Ann Duffy, Tony Mitton.*
- Author/poet studies will include reading, comparing and responding to writers' work.
- Possible authors: *David Almond, Shaun Tan, Eva Ibbotson, Philip Pullman.*
- Children will be exposed to and respond to classic texts, e.g. *The Turbulent Term of Tyke Tyler, Holes, Skellig, Dulce et Decorum Est, La Belle Dame sans Merci, A Shakespeare play, The Lady of Shalott, Alice in Wonderland, Beowulf.*