

# English genre overview

**Year: 3**



Subject Topic/ Science	Autumn 1 Local area Plants	Autumn 2 Stone Age Rocks	Spring 1 Extreme climates Animals including humans	Spring 2 Romans Forces	Summer 1 Railways George Stephenson/Isambard Kingdom Brunel	Summer 2 Farm to plate Light
<b>English: Genre</b>	Narrative – The Tiger who Came to Tea The Tin Forest  Information texts – The Local Area	Narrative – Stone Age Boy  Instructions/ explanation – How to catch a Sabre Tooth Tiger	Narrative – Flood  Persuasive letter – The Day the Crayons Quit	Narrative – Escape from Pompeii  Non-fiction – information texts. Roman soldiers	Narrative – Paddington  Poetry – On a Train Ride	Narrative – The Lost Happy Endings  Non-Chronological report – Where food comes from?
<b>English: Key texts</b>	The Tin Forest: Helen Ward	Stone Age Boy: Satoshi Kitamura The Street Beneath My Feet: Charlotte Guillain Until I Met Dudley: Roger McGough How to Wash a Woolly Mammoth: Michelle Robinson and Kate Hindley	The Day the Crayons Quit Flood Pebble in my Pocket The Rock Factory: Jacqui Bailey	Escape from Pompeii: Christina Balit The Orchard Book of Roman Myths: Geraldine McCaughrean Avoid Being a Roman Soldier: David E Stewart	Paddington stories and film trailer.	Inside the Villains: Clotilde Perrin Dear Greenpeace: Simon James The Last Wolf: Mini Grey:
<b>Contextualised grammar</b>	Time, place and cause conjunctions, adverbs, prepositions, introduction to paragraphs for grouping material, headings and sub headings, perfect form of verbs, subordinate clause, inverted commas to punctuate direct speech					
<b>Spelling</b> Included every half term:  Strategies for learning words: statutory and personal  Strategies at the point of writing: Have a go	(Suffix) -s, -es, -er, -ed, -ing (Prefix) dis-, un- Apostrophes for contractions ei, eigh, aigh, ey homophones	Homophones Y2 prefixes and suffixes Prefixes 'mis-' and 're-' 'y' Proofreading Words ending in 'gue', '-que'	Suffixes '-ness', '-ful' Prefixes 'sub-', 'tele-' Y2: Apostrophe for contraction 'ch', 's', 'ssion', 'ssure' Suffixes '-ness', '-ful', '-less', '-ly'	Strategies at the point of writing: Have a go Prefixes 'super-', 'auto-' Homophones Proofreading 'ch'	Suffixes '-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less', '-ly' Suffix '-ly' with root words ending in 'le' and 'ic' Suffix '-ly' Rare GPCs (grapheme, phoneme correspondences) Y1/2 vowel digraphs	'ou' sound Homophones Proofreading
<b>Reciprocal reading</b>	The Iron Man – Ted Hughes  DK Children's Encyclopedia		The Hodgeheg - Dick King Smith		Charlotte's Web - E.B White  DK Children's Encyclopedia	
<b>Reading for pleasure books</b>	Charlie and the Chocolate Factory: Roald Dahl Wanted the hundred mile an hour dog: Jeremy Strong The Worst Witch: Jill Murphy		Escape from Pompeii		The Abominables: Eva Ibbotson 13 Storey Treehouse: Andy Griffiths	
<b>Class authors</b>	Roald Dahl , Jeremy Strong, Jill Murphy					

# English genre overview

**Year: 4**



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ science	Anglo Saxons States of matter: Solids, liquids and gases	Investigating China Animals including humans: teeth, digestive systems and food chains	Vikings Electricity: Circuits, conductors and insulators	Active Planet: Volcanoes and Earthquakes Sound: Vibrations, pitch, decibels	Greeks Living things: Classification of living things and their habitats	Local river study Inventors
<b>English</b>	Take one Picture – There's a Tiger in my Garden  Mystery stories  Poetry	Explanation: Human body  Newspaper reports: Krinklekrax	Narrative: The lost thing  Poetry: John Lyons	Narrative: The Dream Giver 1  Narrative: Greek Myths	Biography	Non Chronological reports: Volcanoes and Earthquakes  Narrative: The dream giver 2
<b>English: Key texts</b>	Clockwork all wound up by Phillip Pullman	A range of cities by James Brown	Billionaire boy by David Walliams	Fantastic Mr Fox by Roald Dahl	Billy the Kid by Michael Morpurgo	A river by Mark Martin
<b>Contextualised grammar</b>	Expanded noun phrases, fronted adverbials, use of paragraphs organised around a theme, pronoun/noun appropriate choice to avoid repetition, inverted commas and comma after reporting clause for dialogue, apostrophes for plural possession, commas following fronted adverbials, determiners					
<b>Spelling</b>  Included every half term:  Strategies for learning words: statutory and personal  Strategies at the point of writing: Have a go	<b>Rare GPCs Revise:</b> The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /s/ sound spelt 'ch' The /ʌ/ sound spelt 'ou' (all from Year 3) <b>Word endings:</b> Words ending /ure/ (treasure, measure) <b>Prefixes and Suffixes:</b> Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <b>Homophones:</b> peace/piece, main/mane, fair/fare Apostrophes: Possessive apostrophe with singular proper nouns (Cyprus's population) <b>Proofreading skills</b>		<b>Rare GPCs:</b> The /g/ sound spelt 'gu' <b>Word endings:</b> Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehen- sion, expression, magician) <b>Prefixes and Suffixes:</b> Prefixes 'anti-' and 'inter-' Suffix '-ation' <b>Homophones:</b> scene/seen, male/mail, bawl/ball <b>Apostrophes:</b> Revise contractions from Year 2 Possessive apostrophe with plurals <b>Proofreading:</b> Model how to use various strategies in proof- reading, including using a dictionary.		<b>Revisit prefixes from Year 3:</b> 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. <b>Rare GPCs:</b> Words with the /s/ sound spelt 'sc' (Latin in origin) Word endings Endings that sound like /ʒən/ spelt '-sion' (division, confusion) <b>Prefixes and Suffixes:</b> Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous) <b>Homophones:</b> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem <b>Apostrophes:</b> Apostrophe for possession, including singular and plural	

			Revise contractions from Year 2 and plural apostrophe rules <b>Proofreading:</b> Check writing for misspelt words that are on the Years 3 and 4 word list.
<b>Reciprocal reading</b>	Beowulf: Michael Morpurgo DK Children's Encyclopedia	Krindlekrax: Philip Ridley	How to train your dragon: Cressida Cowell DK Children's Encyclopedia
<b>Reading for pleasure books</b>	Billionaire Boy by David Walliams		Fantastic Mr Fox by Roald Dahl Billy the Kid by Michael Morpurgo Toto the ninja cat by Dermot O'Leary
<b>Class authors</b>	Phillip Pullman, Kieran Larwood, Cressida Cowell		

# English genre overview

Year: 5



Subject  Topic/ science	Autumn 1 Egyptians: Who were the ancient Egyptians? Living things	Autumn 2 France: Where would you visit on a trip to France? Why? Forces – Levers and Pulleys	Spring 1 Polar Explorer: Is it always cold at the North Pole? Materials	Spring 2 Victorians: What was Chaddesden like in Victorian times? Materials	Summer 1 Islamic Civilization: Why is Islamic civilization important to us? Earth and Space	Summer 2 Environmental discovery: What happens to our waste? Living things Classification
<b>English</b>	Narrative: The Egyptian Cinderella  Non chronological reports: Ancient Egyptian gods/goddesses	Persuasion: Paris Derby  Newspaper reports: The Lottery Win Roman Coin Find North Pole News	Letter to Captain Scott  Non chronological reports: DK Knowledge Encyclopedia - Arctic animals	Diary: Street child  Letter: Street Child  Poetry – The Victorians – Brickyard Boy	Narrative: 1001 Arabian Nights - Schederazade Aladdin Sinbad  Poetry: The Highwayman Alfred Noyes	Instructions: Own animals  Poetry: Colin McNaughton (Who's been sleeping in my porridge?)
<b>English: Key texts</b>	Tigerella : Kit Wright  The Egyptian Cinderella: Shirley Climo  Research websites: Ancient Egyptians  DK Knowledge Encyclopedia	Travel brochures  Newspapers	Original letter to Captain Scott  DK Knowledge Encyclopedia	Street Child: Berlie Doherty Poetry: Brickyard Boy – Anon	Narrative: 1001 Arabian Nights - Schederazade Aladdin  Poetry: The Highwayman Alfred Noyes  DK Knowledge Encyclopedia - Space, planets, moon	Recipe books, websites for instructions  Who's been sleeping in my porridge?: Colin McNaughton  DK Knowledge Encyclopedia

<b>Contextualised grammar</b>	Relative clauses, adverbs for degrees of possibility, devices to build cohesion within paragraphs, adverbials of time, place, number, linking across paragraphs, brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning and avoid ambiguity, modal verbs				
<b>Spelling</b>	<p><b>Revisit Strategies at the point of writing:</b> Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) <b>Apostrophe for contraction and possession</b> <b>Rare GPCs</b> Words with ‘silent’ letters <b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words Word endings Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’ <b>Homophones</b> isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed Hyphen Use of the hyphen (co-ordinate, co-operate) <b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs <b>Proofreading</b> Focus on checking words from personal lists. <b>Learning and Practising</b> spellings Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit Strategies at the point of writing:</b> Have a go Apostrophe for possession <b>Rare GPCs</b> Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt ‘ei’ after ‘c’ (receive, ceiling) <b>Morphology/ Etymology</b> Teach extension of base words using word matrices. Word endings <b>Words ending in ‘-ably’ and ‘-ibly’</b> Revise words ending in ‘-able’ and ‘-ible’ <b>Homophones</b> altar/alter, led/lead, steal/steel <b>Dictionary</b> Use a dictionary to create collections of words with common roots <b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) <b>Learning and Practising</b> spellings Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</li> </ul>	<p><b>Revisit Strategies at the point of writing:</b> Have a go A range of strategies for learning words <b>Homophones</b> (cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose) <b>Suffixes</b> Problem suffixes <b>Dictionary</b> Teach use of dictionary to check words, referring to the first three or four letters <b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list <b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words <b>Learning and Practising</b> spellings Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>		
<b>Reciprocal reading</b>	DK Knowledge Encyclopedia Egyptians / Life Cycles	Wonder: R J Palacio Street Child: Berlie Doherty into Summer 1	DK Knowledge Encyclopedia Space - planets / moon Thief: Malorie Blackman		

<b>Reading for pleasure books</b>	The witches: Roald Dahl	Percy Jackson and the lightning thief: Rick Riordan	Harry Potter and the Philosopher's Stone (JK Rowling)  The Not so Green Queen (Catherine Wheatley)  The Carbon Monster (Catherine Wheatley)	Who let the Gods out?: Maz Evans	Guinness Book of records 2020  The elsewhere emporium: Ross MacKenzie
<b>Class authors</b>	Maz Evans Ross MacKenzie Kieran Larwood 4 / 5				

# English genre overview

Year: 6



Subject  Topic/ science	Autumn 1  Inventions Light	Autumn 2  Rainforests Evolution and inheritance	Spring 1  American road trip Forces	Spring 2  Titanic/Shackleton Electricity	Summer 1  WWII The human body	Summer 2  WWII The human body SRE
<b>English</b>	The alchemist's letter  Explanation: Until I met Dudley	The kapok tree: Narrative  Non chronological reports: Rainforests	Narrative: Leon and the place between  American Folklore	Non chronological report: Titanic  Persuasive letter to Shackleton	Diary: Rose Blanche  Newspaper articles: Blitz	Discussion  Evacuee diary entries
<b>English: Key texts</b>	Letter examples  Until I met Dudley: Roger McGough	The kapok tree: Lynne Cherry  Report examples Charles Darwin Galapagos Islands	Leon and the place between: Graham Baker-Smith  The girl who helped thunder and other Native American Folktales: Retold by James Bruchac and Joseph Bruchac	Shackleton's journey: William Grill  Information documents for Titanic	Rose Blanche: Ian McEwan  Newspaper articles from WWII	Diary of Anne Frank  Original diary entries
<b>Spelling</b>	<p><b>-Revisit Strategies</b> at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly' -Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p><b>-Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p><b>-Word endings</b> Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</p>		<p><b>-Revisit</b> Words containing the letter string '-ough'</p> <p><b>-Prefixes and Suffixes</b> Generating words from prefixes and suffixes</p> <p><b>-Word endings</b> The / əl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential)</p>		<p><b>-Revisit</b> Spelling strategies at the point of writing</p> <p><b>-Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</p> <p><b>-Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' -Homophones and near homophones draft/draught, dissent/descent, precede/proceed, wary/weary</p>	

	<p><b>-Homophones</b> advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p><b>-Proofreading</b> -Proofreading in smaller chunks – sentences and paragraphs.</p> <p>-Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>-Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>-Homophones</b> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary All homophones from KS2 Proofreading -</p> <p><b>Proofreading</b> someone else’s writing. Note down strategies that help in spelling journals</p> <p><b>-Learning and Practising</b> spellings Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>-Proofreading</b> Embedding proofreading strategies when reviewing own writing independently.</p> <p><b>-Learning and Practising</b> spellings Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> <li>• Root words and meanings</li> </ul> <p>-Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>		
<b>Contextualised grammar</b>	Informal and formal differences, subjunctive forms, passive voice within sentences, cohesive devices to link across paragraphs, adverbials, ellipsis, layout devices, semi-colon, colon, dash, bullet point use, hyphens, synonym, antonym				
<b>Reading skills</b>	<p>Cogheart: Peter Bunzl</p> <p>Wonder: RJ Palacio</p> <p>DK Knowledge Encyclopedia</p>	<p>The Jungle Book: Rudyard Kipling</p> <p>Running Wild: Michael Morpurgo</p>	<p>SATs Papers</p> <p>DK Knowledge Encyclopedia</p>	<p>Shackleton’s Journey: William Grill</p>	<p>Carrie’s War: Nina Bawden</p> <p>DK Knowledge Encyclopedia</p>
<b>Reading for pleasure books</b>	<p>Mohatmas’s War</p> <p>Series of unfortunate events: Lemony Snicket</p> <p>Derby During World War 2</p>	<p>Great Women of the World</p> <p>Kensuke’s Kingdom (Michael Morpurgo)</p>	<p>Harry Potter and the Philosopher’s Stone (JK Rowling)</p> <p>The Not so Green Queen (Catherine Wheatley)</p> <p>The Carbon Monster (Catherine Wheatley)</p> <p>Poetry</p>	<p>The Eye of the Wolf (Daniel Pennack)</p>	<p>The boy at the back of the class: Onjali Q Rauf</p>
<b>Class authors</b>	<p>Michael Morpurgo</p> <p>J K Rowling</p> <p>Lemony Snicket</p>				



