Clover Hill English Curriculum: KS1 Long Term Overview with Core Texts and Writing Outcomes

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	**Three Billy Goats Gruff (Mara Alperin and Janet Stevens versions)** **Traditional Tale**	**One Day on Our Blue Planet in the Savannah**	**Clean Up by Nathan Bryan**	**Mr Wolf's Pancakes by Jan Fearnley**	**Mae Jemison by Jodie Shepherd** **You Should Meet Mae Jemison by Laurie Calkhoven**	**Grandad's Island By Benji Davies**
Writing Outcomes:	- Label imaginary creatures - Write title using spaces between words - Dictated sentences using capital letters - Record adjectives to describe troll - Apply adjectives to sentences using 'and.' - Change adjectives in a modelled sentence. - Write the part where the troll jumps out using a template. - Practise question words and question marks. **End outcomes:** - Write sentences with capital letters and full stops about troll jumping out. - Write own question to the troll/goats - Write sentences to express views about characters	-To write a list of facts. - -To join 2 main clauses with the coordinating conjunction 'and' -To compose sentences using facts from their research. -To practise writing question words and question marks. -Plan a Non- Chronological report -Write a Non- Chronological report -Edit and improve **End Outcome**: -Non-Chronological report	-To write sentences about a character. -To explore vocabulary. -To use adjectives to describe the character. -Dictated sentences including capital letters. -To apply adjectives into sentences using 'and'. -To plan a letter. -To write a letter. -To edit and improve a letter. **End Outcomes**: -Character description -To write a letter	-To explore vocabulary. -To use adjectives to describe the character. -To explore features of an ingredients list. -To write a list of ingredients. -To describe a character. -To compare characters. -To explore instructions. -To order a set of instructions. -To plan a set of instructions. -To write a set of instructions. -To edit and improve a set of instructions. -To edit and improve a set of instructions. **End Outcome**: Instructions	-To write simple sentences. -To write a question. -To use adjectives to describe Mae. -To use the coordinating conjunction 'and' -To explore subheadings. -To sequence key events. -To write the first part of a biography. -To use bullet points. -To write the second part of a biography. -To write the final part of a biography. -To edit and improve my biography. **End Outcome**: Biography	-To use nouns. -To use the coordinating conjunction 'and' -To punctuate sentences correctly. -To use adjectives to describe nouns. -To plan a setting description. -To write a setting description. -To edit my setting description. -To write a postcard from Syd back to his Mum. -To use drama to explore how characters might be feeling. -To describe how a character is feeling. -To use adjectives to describe the island. -To use the coordinating conjunction 'and' -To plan a setting description of the island. **End Outcome:** Narrative (setting description)
Grammar/ Punctuation covered through core text	• Spaces between words • Capital letters for names • Adjectives • Joining words using the conjunction 'and' • Capital letters and full stops • Sequencing sentences to form short narratives	• Questions • Capital letters and full stops	• Capital letters for names • Joining words using the conjunction 'and'	• Imperative verbs	• Joining words using the conjunction 'and'	• Joining words using the conjunction 'and' • sense of a sentence and punctuating sentences correctly
Grammar/ Punctuation covered through standalone lessons	Capital letters at the start of a sentence Leave spaces between words Full stops at the end of a sentence	Capital letter for names of people, places, days of the week and I Exclamation mark/question mark Use of 'and' to join words and clauses	plural noun suffixes –s or –es Suffixes –er –ed –ing the prefix un–	Capital letter for names of people, places, days of the week and I Exclamation mark/question mark Use of 'and' to join words and clauses	Capital letters at the start of a sentence and for names Leave spaces between words Full stops at the end of a sentences	plural noun suffixes –s or –es Suffixes –er –ed –ing the prefix un–
Poetry	Poetry Form: Acrostic Poems				Close Study: He and She by Claire Bevan	

Clover Hill English Curriculum: KS1 Long Term Overview with Core Texts and Writing Outcomes

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	**The Lonely Beast by Chris Judge**	**The Santa Trap by Jonathan Emmett**	**The Bear and the Piano by David Litchfield**	**Lizzy and the Cloud by The Fan Brothers**	**Jack and the Beanstalk study** **Traditional Tale**	**The Bee Book by Charlotte Milner** **The Honey Bee by Kirsten Hall**
Writing Outcomes:	-Write a caption to match a picture. -speech bubbles to deepen understanding. -questions for the beast. -sentences using 'and.' -questions the beast might ask. -planning own adventure story. -writing opening. -writing middle. -writing ending. **End Outcome:** Narrative- plan and write an episode of the story in more detail	-Write responses to front cover -Role on the wall for character of Bradley -Dictated sentences including names -Editing sentences -Sentences including contractions -Look at key features of instructions and fill in toolkit -Listing things Bradley needs -Edit lists to add precise description -Create a timeline of actions -Writing numbered instructions -Editing, improving, publication **End outcome:** Instructions	-Comment on the piano player's talent. Write sentences about a talented footballer, artist and singer. -Written comprehension questions. -Write sentences using the conjunction 'and.' -Write sentences using the conjunction 'because.' -Write sentences using the conjunction 'or' and the prefix 'un.' -Write sentences convincing the bear to return to the forest using and, if, so but & because. -Write sentences that might persuade the bear to come home using the power of three. -Complete toolkit with examples **End outcomes:** -Planning and writing a letter to persuade the bear to go back to the forest. -Planning and writing a letter to persuade the bear to stay in the city.	-sentences including lists linked to text. -sentences including lists and expanded noun phrases about clouds. -sequencing instructions. -dictated sentences. -sentences using suffix ful and conjunction because. -sentences using conjunction so. -writing a letter to Lizzy. -compare Lizzy and the Cloud to Bog Baby. **End Outcome:** Narrative (plan and write a sequel)	-List main characters in story -Choose adjectives to describe Jack and the giant -Write comparisons between 2 different versions of the story -Identify key characteristics of fairy tails – magical elements -Write about what happens overnight to the beanstalk -Oracy focus – exploring the idea that one event can be seen differently depending on the person who is retelling/recounting it. -Create a list of questions for Jack and the giant -Write sentences using because -Create a timeline of events -Write witness statements for Jack and the giant, proofread and edit. -Oracy focus – personal response to the characters of Jack and the giant -Read and compare two 'twisted' versions of Jack and the Beanstalk **End outcome:** Narrative (witness statements)	-technical vocabulary focus. -write questions about bees. -complete toolkit. -part 1 of report: What are honeybees? Where do honeybees live? What do honeybees do? -label diagram. -sequence sentences using adverbs of time. -part 2 of report: How do bees make honey. -spidergram about how bees communicate. -part 3 of report: How do bees communicate? -add fact boxes, pictures and captions. **End outcome:** Non-chronological report on honey bees.
Grammar/ Punctuation covered through core text	• Sentence types • Expanded noun phrases • Question words • Question marks • Adverbs • Using 'and' to join clauses	• Verbs • Capital letters for names • Apostrophes for contraction • Commas in a list • Imperative verbs	• Subordinating conjunctions when, because, if • Coordinating conjunctions and, or, but, so	• Commas in a list • Expanded noun phrases • Coordinating conjunction 'so'	• Commas in a list • Verbs • Subordinating conjunction because • Apostrophes for possession	• Comparative adjectives • Question sentences • Adverbs of time
Grammar/ Punctuation covered through standalone lessons	Use of 'and' to join words and clauses Expanded noun phrases (the blue butterfly) Co-ordinating conjunctions (and, but, or) Correct use of capital letters, full stops, question marks and exclamation marks	Subordinating conjunctions (when, if, that, because) Apostrophes for contraction Apostrophes for singular possession Correct use of tense throughout a piece of writing	Correct use of tense throughout a piece of writing Commas to separate items in a list Formation of adjectives using suffixes such as –ful, –less Comparative and superlative adjectives (er/est)	Use of progressive forms in present/past tense (is/was +ing) Correct use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Sentence types – command,	Subordinating conjunctions (when, if, that, because) Co-ordinating conjunctions (and, but, or) Apostrophes for contraction Apostrophes for singular possession Compound nouns (whiteboard, superman)	Use of progressive forms in present/past tense (is/was +ing) Commas to separate items in a list Comparative and superlative adjectives (er/est)

	to demarcate sentences Sentence types – command, exclamation, statement, question Parts of a sentence – noun, verb, adverb, adjective	Commas to separate items in a list		exclamation, statement, question Parts of a sentence – noun, verb, adverb, adjective		Formation of nouns using suffixes such as –ness, –er use of –ly to turn adjectives into adverbs
Poetry	Poetry Form: List poems				Close Study: Classic Poetry (Someone by Walter De La Mare)	

Clover Hill English Curriculum: LKS2 Long Term Overview with Core Texts and Writing Outcomes

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts:	**After the Fall by Dan Santat**	**Wilma Rudolph – Against All Odds by Stephanie Macceca** **Little People, Big Dreams Wilma Rudolph**	**The Lion and the Mouse by Jerry Pinkney** **Aesop's Fables by Michael Morpurgo** **Traditional Tale**	**Monsters: An Owners' Guide by Jonathan Emmett**	**Malala's Magic Pencil by Malala Yousafzai**	**Ossiri and the Bala Mengro by Richard O' Neill and Katharine Quarmby**
Writing Outcomes	- Simple sentences using subordinating conjunction 'because' - Character description using inference - Simple sentences describing character's emotions - Sentences using subordinating conjunctions 'before' and 'after' - Powerful verbs/adverbs. Show not tell sentences - Narrative Plan -evaluate WAGOLL Edit and improve - Sentences using subordinating conjunctions 'before' and 'after' **End outcome:** Narrative showing tension	- Simple sentences using subordinating conjunction 'because' - Timeline of events - Comparing and contrasting. Simple sentences. - Question sentences - Using paragraphs - Sentences using apostrophe for possession. - Biography analysis – WAGOLL - Biography plan Edit and improve **End outcome:** Biography -	-Description using vocabulary – e.g. boastful and arrogant verses loyal and genuine -Use 'because' and other subordinating conjunctions to describe character's actions -Inverted commas in speech - Using reporting clauses more effectively than said -Using speech punctuation rules -Using adverbs to build cohesion to rewrite a well-known fable -Narrative plan **End outcome:** Narrative (focus on dialogue)	-Receive e-mail complaint from customer -Plan response -Write e-mail reply to customer complaint -Maddie's Do You Know? Explore explanation as to how steps in the process are signposted for the reader in each explanation -Write a simple explanation text based on one of 'Maddie's Do You Know' episodes. -Plan writing own version of a Monster's Guide -Write own version of a Monster's Guide -Edit and improve and share work with peers **End Outcome:** Explanation	-Write 'If I had a magic pencil… so… ' -Explore what belongs to Malala in the story -Dictate sentences for possessive (and omission) apostrophe to be used accurately -Read Malala's Magic Pencil (up to p.26) Hot seat Malala and how she feels and why. Write sentences about how Malala feels at this point when girls aren't allowed to go to school. -Read Malala's Magic Pencil (up to the end) Discuss Malala's 'magic' after all. Compare teacher to a child in the class including physical features and characteristics. -Plan comparison using Venn diagram between themselves and Malala (about family, home, interests, religion, situation etc) -Write a comparison between their lives and Malala's -Complete writing comparison -Edit and improve writing. Self / peer check -Consider Malala's biography and her achievements -Write sentences :Before I read Malala's Magic Pencil,… After I read Malala's story… ***Outcome:*** Discussion (Comparison)	-Examine unknown vocabulary, for example, tattin folki, rag and bone people, Daddo -Use image of Ossiri and her father on page 4. Write how each character feels (from their perspective) about Ossiri playing a musical instrument -Explore characterisation through speech using description, movement or action -Write short sentences about the main characters using characterisation through speech -Re-write double page spread (page 9-10) with an emphasis on characterisation and dialogue and add the reactions of other family members. -Plan own section of dialogue where Ossiri encounters the Bala Mengro -Write own section of dialogue where Ossiri encounters the Bala Mengro -Write own section of dialogue where Ossiri encounters the Bala Mengro -Edit and improve writing. Self / peer check ***Outcome:*** Narrative Plan and write an expanded section of the story
Grammar/ Punctuation covered through core text	• Subordinating conjunctions after and before • Powerful verbs and adverbs • Sentence types	• Possessive apostrophe • Paragraphs • Headings and subheadings	• Inverted commas • Reporting clause • Paragraphs • Adverbs for cohesion	• Using subordination (because, if, when, before, after) • Building cohesion	• conjunctions 'if' and 'so' • possessive apostrophe • subordination including conjunctions before/after	• Speech and dialogue to convey character • apostrophes including plural possession
Grammar/	1. Parts of a sentence – noun, verb, adverb, adjective	1. Apostrophe for contraction 2. Verb tenses		Parts of a sentence – noun, verb, adverb, adjective,	Expanded noun phrases (the blue butterfly)	Express time and cause through - adverbs (then, next, soon, therefore)

Punctuation covered through standalone lessons	2. Parts of a sentences- preposition, clause, subordinate clause 3. Noun phrases 4. Co-ordinating conjunctions (and, but, or) 5. Subordinating conjunctions (when, if, that, because) 6. Use a wider range of conjunctions – when, if, because, although 7. Apostrophe for possession – singular 8. Paragraphs to group information	3. Use of progressive forms in present/past tense (is/was +ing) 4. Correct use of tense throughout a piece of writing 5. Direct speech 6. Indirect speech – reporting clause 7. Headings and sub-headings		preposition, subordinate clause, conjunction Co-ordinating conjunctions (and, but, or) Subordinating conjunctions (when, if, that, because) Use a wider range of conjunctions – when, if, because, although Apostrophe for possession – singular and plural Apostrophe for contraction Paragraphs to group information	Correct use of tense throughout a piece of writing Use of progressive forms in present/past tense (is/was +ing) Direct speech Indirect speech – reporting clause Headings and sub-headings	-prepositions (before, after, during, in, because of) Use present perfect form in contrast to past tense Use paragraphs to group ideas Commas in a list Sentence types – command, exclamation, statement, question Parts of a sentence – noun, verb, adverb, adjective
Poetry	Poetry Form: Kennings				Close Study: Overheard on a Saltmarsh by Harold Munro	

Clover Hill English Curriculum: LKS2 Long Term Overview with Core Texts and Writing Outcomes

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts:	**A Giant Dose of Gross by Andy Seed**	**Winter's Child by Angela McAllister**	**Until I Met Dudley**	**Nen and the Lonely Fisherman by Ian Eagleton**	**The Lambton Worm** **Traditional Tale**	**Kids Fight Plastic by Martin Dorey**
Writing *Outcome*	-Include a clear title that tells the reader what the report is about. -Use paragraphs to group related information clearly. Write an introductory paragraph that gives a general overview of the topic and a concluding paragraph. -Organise information into logical sections, each with a subheading. -Use factual, formal language appropriate for an information text. -Use present tense consistently when describing facts. -Include technical vocabulary linked to the topic and explain it where needed. -Use a variety of sentence types, including statements and questions (e.g., rhetorical questions in introductions). -Use conjunctions to add detail or explain ideas (e.g., *because*, *although*, *however*). -Cohesion - Make appropriate choices of pronouns and nouns to aid cohesion and avoid repetition -Include labelled diagrams, fact boxes or captions to support understanding. -Use fronted adverbials to organise information -Use expanded noun phrases to add detail expanded by a prepositional phrase. -Maintain third-person perspective throughout. -Edit and improve writing by checking clarity, accuracy and punctuation. *End Outcome:* Non-chronological report	- Use expanded noun phrases to add detail to settings (e.g., *the winding, cobbled path*). -Include sensory description (what can be seen, heard, smelled, touched, felt) to create atmosphere. -Use fronted adverbials to show when, where or how something happens (e.g., *Beyond the forest, In the distance,*). -Organise ideas into clear paragraphs, including a focused paragraph for the setting. -Use a range of descriptive vocabulary, including powerful adjectives, precise nouns and interesting verbs. -Show, not tell emotions or atmosphere through description (e.g., *The trees shivered in the cold wind* rather than *It was scary*). -Use prepositional phrases to describe where things are (e.g., *under the bridge*, *beside the river*). -Use similes or metaphors appropriately to enhance imagery. -Maintain consistent tense, usually past tense, throughout the narrative. -Use correct punctuation, including commas after fronted adverbials and to separate items in a list. -Introduce a clear setting early in the narrative, linking it to the mood or action. -Use dialogue (where appropriate) to help move the story forward and reveal character. -Edit and improve	- State the purpose clearly at the start, explaining *what* is being explained and *why* it happens. -Use a clear, logical structure, organising ideas into paragraphs that follow a sequence (e.g., cause → effect). -Include a general opening statement that introduces the topic in a factual, neutral tone. -Use technical vocabulary relevant to the topic and explain it where needed. -Use causal conjunctions to show how or why things happen (e.g., *because*, *therefore*, *as a result*, *so*). -Use time connectives to show the order of processes (e.g., *first*, *next*, *after that*, *finally*). -Write in the third person and maintain a formal, factual tone. -Use present tense consistently, unless explaining something that happens over time. -Include diagrams or labelled illustrations where appropriate to support understanding. -Use expanded noun phrases to add clarity and detail (e.g., *the rotating metal blade*). -Use passive voice where appropriate for formal explanation (e.g., *The mixture is heated until…*). -Include a concluding statement that summarises the explanation or reinforces the key idea. -Check accuracy, edit and improve writing *End Outcome:* Explanation	-Create atmosphere through setting, using descriptive vocabulary to show mood (eerie, calm, tense). -Use sensory details (sound, sight, touch, smell) to build suspense and help the reader imagine the scene. -Use /vary sentence length, use a range of short simple sentences and longer descriptive sentences to build atmosphere and shorter ones to create impact. -Use fronted adverbials to control pace and focus attention -Use powerful verbs and precise nouns to make the setting vivid and suspenseful. -Include figurative language such as similes, metaphors or personification to enhance. -Use show-not-tell techniques to hint at danger or mystery without stating it directly. -Use dialogue Organise writing into clear paragraphs, including a focused setting paragraph and a suspense-building sequence. -Edit and improve *End Outcome:* Narrative (suspense and setting description)	-Describe a character's appearance using expanded noun phrases (e.g., *her tangled, chestnut-brown hair*). -Use precise adjectives and verbs to show what the character looks like, how they move and how they behave. -Show personality through actions, not just statements (e.g., *He shuffled nervously behind the others* rather than *He was shy*). -Include figurative language such as similes or metaphors to enhance description. Use sensory details to help the reader picture the character. -Use fronted adverbials -Organise writing into clear paragraphs -Maintain consistent tense, usually past tense, throughout the narrative. -Use punctuation accurately, including commas in lists and after fronted adverbials. -Ensure the character description links to the story, helping set up the plot or conflict. -Edit and improve *End Outcome:* Narrative (detailed character description over time)	-State a clear viewpoint in the opening paragraph so the reader knows exactly what is being argued. -Use persuasive sentence openers such as *Surely*, *Obviously*, *Without a doubt*, *Everyone knows*. -Use strong, emotive vocabulary to influence the reader's feelings (e.g., *essential*, *unfair*, *incredible*). -Include reasons supported by evidence or examples to make arguments more convincing. -Use rhetorical questions to challenge or engage the reader (e.g., *Who wouldn't want that*). -Use modal verbs to show certainty or possibility (e.g., *must*, *should*, *could*). -Use conjunctions to extend and justify ideas (e.g., *because*, *therefore*, *as a result*, *however*). -Organise writing into clear paragraphs, each focusing on a different persuasive point. -Use exaggeration appropriately to strengthen arguments. -Address the reader directly using *you*, *your*, *we* to create connection. -Include a powerful conclusion that restates the viewpoint and urges the reader to agree or take action. -Use varied punctuation for effect, including exclamation marks and commas after fronted adverbials. -Edit and improve *End Outcome:* Persuasion

		End Outcome: Narrative (detailed setting description)				
Grammar/ Punctuation covered through core text	• Capital letters for proper nouns • Noun phrases expanded by a modifying adjective, noun phrase and prepositional phrases (the **strict maths teacher** *with the curly hair*) • Apostrophe for singular possession • Apostrophe for plural possession • Layout devices – heading and subheading • Use paragraphs to group ideas	• Fronted adverbials (including correct punctuation) • Verbs and adverbs to enhance description • Layout devices – heading and subheading • Use paragraphs to group ideas • Apostrophe for plural possession	• Building cohesion • Subordination • Fronted adverbials (including correct punctuation) • Verbs and adverbs to enhance description • Layout devices – heading and subheading • Use paragraphs to group ideas	• Verbs • Nouns/pronouns • Apostrophe for plural possession	• Capital letters for proper nouns • Subordination – 'whereas and however • adjectives and expanded noun phrases • similes • verbs/adverbs • prepositional phrases	• Subordination to signal cause and effect • pronouns • verbs • imperative verbs • apostrophes for possession
Grammar/ Punctuation covered through standalone lessons	Parts of a sentence: noun, verb, adverb, adjective, preposition, determiner, pronoun, possessive pronoun, adverbial Sentence types – command, exclamation, statement, question Use fronted adverbials (Later that day, I heard the bad news) Use commas after fronted adverbials Standard English (we were not we was/I did not I done etc)	1. Correct use of tense throughout a piece of writing 2. Use of progressive forms in present/past tense (is/was +ing) 3. Direct speech Use of inverted commas and other punctuation to indicate direct speech – comma after the reporting clause and end punctuation within inverted commas 4. Indirect speech 5. Similes 6. Subordinating conjunctions (when, if, that, because) 7. Use paragraphs to group ideas	1. Use a wider range of conjunctions – when, if, because, although 2. Use: conjunctions , before, after, while, so 3. Use adverbs (then, next, soon, therefore) 4. prepositions (before, after, during, in, because of) to express time and cause 5. Use present perfect form in contrast to past tense 6. Use paragraphs to group ideas	Expanded noun phrases (the blue butterfly) Noun phrases expanded by a modifying adjective noun phrase and prepositional phrases Standard English (we were not we was/I did not I done etc) Use fronted adverbials with commas (Later that day, I heard the bad news)	Correct use of tense throughout a piece of writing Use of progressive forms in present/past tense (is/was +ing) Use of inverted commas and other punctuation to indicate direct speech – comma after the reporting clause and end punctuation within inverted commas Similes Subordinating conjunctions (when, if, that, because) Use paragraphs to group ideas	Use a wider range of conjunctions – when, if, because, although - prepositions (before, after, during, in, because of) to express time and cause Use present perfect form in contrast to past tense Use paragraphs to group ideas
Poetry	Poetry Form: Limericks				Close Study: The Lion and Albert by Marriott Edgar + Lion by Ann Bonner	

Clover Hill English Curriculum: UKS2 Long Term Overview with Core Texts and Writing Outcomes

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	**Up in the Canopy by James Aldred**	**A Christmas Carol – illustrated version retold by Tony Mitton** **+ illustrated version by P.J. Lynch**	**The Viewer by Gary Crewe**	**Hidden Figures by Margot Lee Shetterly**	**The Man Who Walked Between the Towers by Mordicai Gerstein**	**Theseus and the Minotaur (Hugh Lupton version)** **Traditional Tale**
Writing Outcomes:	-Discussion around the book. -Scanning and retrieval -Dictation of sentences -Proper nouns -Paragraphs and topic sentences -Parenthesis -Improve an introductory paragraph using toolkits -Research The Amazon -Planning -Writing a Non-Chronological Report -Edit and improve **Outcome:** A non-chronological report (published piece)	-Introduction to Charles Dickens, Victorian setting and different versions of Ebenezer. -Word bank about the character of Scrooge from over years from different images and movies. -Using vocabulary from previous lessons, write sentences to describe Scrooge -The change of emphasis depending on the position of the subordinate clause. -Look at the language of a Christmas Carol by Tony Mitton. -To understand the language of the original 'A Christmas Carol'. -To understand what Charles Dickens is showing but not telling in 'A Christmas Carol'. -To use commas in a list. -To deepen understanding of the character through other character's reactions to him. -To plan a descriptive narrative. -To apply the punctuation rules of speech. -To write a narrative of Scrooge alone in his house. -Editing To plan a narrative using speech to convey a character. Editing and improving. To combine speech, description and action to form narratives. (published piece) **Outcome:** Narrative (speech and description conveying an action) ***(published piece)***	-To become familiar with the book 'The Viewer'. -To write a precis. -To write sentences using a subject, a verb, an object and a full stop. -To understand where a sentence ends and a new one starts. -To generate vocabulary to describe a setting in 'The Viewer'. -To use figurative language in a description. -To plan a setting of 'The Viewer' using metaphors. -To write a description using different sentence structures Sky Factories Dump Tristan From outsiders' point of view and Tristan's. -To improve a descriptive sentence (editing) Sky Factories -To improve a descriptive sentence (editing) Dump Tristan -To use figurative language to write a setting description (published piece) **Outcome: Setting description from different perspectives)** ***(published piece)***	To understand the chosen texts. -To create a timeline of the life of Katherine Johnson -To use apostrophes for singular and plural possession. -To understand what a biography is what the main features are. -To punctuate multi-clause sentences which use subordinating conjunctions. -To use multi – clause sentences to write a biography -To edit and improve a piece of writing. -To use multi – clause sentences to write a biography (published piece) **Outcome:** Biography ***(published piece)***	-Introduction of 'The Man who walked Between the Two Towers' and introduction of Philippe Petit and creation of word bank about Philippe Petit. -Key features of a recount. -Application of modal verbs -Timeline of events -Sentence writing. -Planning "crossing the wire" from 3 perspectives. -Recount from admirer. -Recount by Phillippe Petite. -Police report (formal piece) -Edit and improve a piece of writing. **Outcome:** Narrative (recount) ***(published piece)***	- to become familiar with the text Theseus and the Minotaur - create a monster - recall events from Theseus and the Minotaur - practise sentence writing using a list of verbs to emphasise the action - Introduction to Theseus. - Using adverbs effectively. - Use adverbs of intensity to make meaning more precise. - plan a narrative from the start of the labyrinth -descriptive word bank for the Minotaur -descriptive sentence writing about the Minotaur. -idea gathering - draft, write, edit and improve the labyrinth episode from Theseus and the Minotaur. ***Outcome:*** Narrative (character/tension) ***(published piece)***

Grammar/ Punctuation covered through core text	• Proper Nouns • Parenthesis • Relative clauses • Relative pronouns • Use paragraphs to group ideas	• Subordinating conjunctions • Commas in a list • Hyphenated words • Distinguish between speech and writing and choose the appropriate register	• adjectives to describe nouns	• suffix 'less' • possessive apostrophes	• double adverbials	• using adverbs effectively • adverbs of intensity
Grammar/ Punctuation covered through standalone lessons	1. Sentence types – command, exclamation, statement, question 2. Different types of noun 3. Parts of a sentence: noun, verb, adverb, adjective 4. Parts of a sentence: determiner, preposition, pronoun, possessive pronoun, adverbial 5. Apostrophes for omission 6. Apostrophes for singular possession 7. Apostrophes for plural possession 8. Use commas after fronted adverbials	1. Expanded noun phrases including modifying adjectives 2. Consistent and correct use of tense throughout a piece of writing 3. Use of inverted commas and other punctuation to indicate direct speech – comma after the reporting clause and end punctuation within inverted commas (The conductor shouted, "Sit down!") 4. Standard English (we were not we was/I did not I done etc) 5. Use paragraphs to group ideas	Subordinating conjunctions (when, if, that, because) Co-ordinating conjunctions (and, but, or) modal verb Commas to clarify meaning/avoid ambiguity Use: conjunctions (when, before, after, while, so, because), Adverbials of time to link paragraphs (then, next, soon, therefore) Prepositions (before, after, during, in, because of) to express time and cause Use of progressive forms in present/past tense (is/was +ing) Use present perfect form in contrast to past tense Use paragraphs to group ideas Brackets, dashes or commas for parenthesis	Sentence types – command, exclamation, statement, question Parts of a sentence: noun, verb, adverb, adjective, determiner, preposition, pronoun, possessive pronoun, adverbial, relative clause, relative pronoun, modal verb Relative clauses Apostrophes for omission and singular possession Apostrophes for plural possession Use of inverted commas and other punctuation to indicate direct speech – comma after the reporting clause and end punctuation within inverted commas (The conductor shouted, "Sit down!") Use paragraphs to group ideas	Commas to clarify meaning/avoid ambiguity Distinguish between speech and writing and choose the appropriate register Consistent and correct use of tense throughout a piece of writing Expanded noun phrases including modifying adjectives Standard English (we were not we was/I did not I done etc) Use paragraphs to group ideas	Subordinating conjunctions (when, if, that, because) Co-ordinating conjunctions (and, but, or) Use: conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) prepositions (before, after, during, in, because of) to express time and cause Use of progressive forms in present/past tense (is/was +ing) Use present perfect form in contrast to past tense Use paragraphs to group ideas
Poetry	Poetry Form: Calligrams				Close Study: The River by Valerie Bloom	

Clover Hill English Curriculum: UKS2 Long Term Overview with Core Texts and Writing Outcomes

Year 6	Autumn 1	Autumn 2	Spring	Summer
Texts:	**Beowolf Illustrated versions by Michael Morpurgo and Rob Lloyd Jones** **Traditional Tale**	1. **Industrial Revolution unit (cross curricular writing)** 2. **How to Steal Christmas by Dr Seuss** 3. **Holes – Louis Sachar**	**Holes – Louis Sachar**	**Year 6 Transition**
Writing Outcomes:	- cold write - direct speech - second person writing - writing to convey an atmosphere - writing a range of sentence types (simple, compound and complex) ↓ **Outcome 1 -narrative of Beowulf** (published piece)	**Outcome 2 - balanced argument** – Was the Industrial Revolution good for Britain?	- building complex sentences - adding relative clauses to improve sentences - identifying function of colons - writing expanded lists using semi colons - writing sentences using contractions - adding extra information to improve sentences using dashes ↓ **Outcome 5 - Informal letter from Stanley to Mom**	- Formal letter of introduction to Mr Turnbull at Whickham School / Emmanuel College -
		- colons to introduce a list ↓ **Outcome 3 - Instructions** -How to steal Christmas	- parenthesis - cohesive devices - conjunctive adverbs ↓ **Outcome 6 – Formal letter of complaint**	
		- identifying and adding to a fronted adverbial - adding prepositional phrases to improve a sentence - adding relative clauses to improve sentences - writing similes and metaphors - adding co-ordinating conjunctions to combine sentences - adding compound adjectives to improve sentences - building expanded noun phrases ↓ **Outcome 4 - Setting Description (Camp Green Lake)**	- sentence combining planning paragraphs by summarising ↓ **Outcome 7 – Stanley's Diary** -	
Grammar/ Punctuation covered	• capital letters for proper nouns • fragment Vs sentence • first person / second person / third person • pronouns • adverbs and adverbial phrases • hyphens • subject & verb	<u>Balanced Argument</u> • sentence types: simple, compound, complex • passive voice • relative clauses • conjunctive adverbs formal language	<u>Informal Letter</u> - fronted subordinate clauses - relative clause - colons - semi colons in expanded lists - apostrophes for contraction - dashes	- parenthesis - formal synonyms - cohesive devices - expanded noun phrases - fronted adverbials

	• main & subordinate clauses • comma after initial subordinate clause • verb tense • conjunctions • complex / compound and simple sentences • expanded noun phrases • direct speech	Instructions • Use of the colon to introduce a list • Use of semi colons in an expanded list • Consistent punctuation of bullet points • Use of semi colon, colon and dash to mark the boundary between independent clauses Setting description - fronted adverbials - prepositional phrases - relative clauses - figurative language sentence types	Formal letter of complaint - parenthesis - cohesive devices - conjunctive adverbs - formal synonyms Diary Entry - homophones - subordinate Vs main clauses - fronted adverbials - apostrophes - sentence types - cohesion - pronouns - synonyms	
Grammar/ Punctuation covered through standalone lessons	Nouns, Adjectives & Determiners Verbs, Adverbs and Adverbials Subject, Verb, Object Active Voice Vs Passive Voice Modal Verbs Formal Vs Informal Writing Parenthesis Standard English	Sentence Types Ambiguity (using commas and hyphens) Clauses (clauses Vs phrases, main Vs subordinate) Clauses (using colons, semi colons and single dashes to separate two main clauses) Verb Tenses (simple and progressive, consistency to maintain sense) Verb Tenses (perfect, consistency to maintain sense) Apostrophes (possession inc plural possession)	Apostrophes (contraction to and from) Pronouns (inc possessive pronouns) Punctuating Direct Speech Relative Clauses (inc relative pronouns) Noun phrases (inc expanded noun phrases) Conjunctions (co-ordinating and subordinating) Word Families (adding suffixes to root words to change meaning/word class)	Fronted Adverbials with commas Questions (inc question tags) Subjunctive Mood Consolidation and Revision Consolidation and Revision Consolidation and Revision
Poetry	Poetry Form: Cinquains (linked to Beowulf)			Close Study: Refugee by Brian Bilston