# English Curriculum at Clover Hill: Non-Fiction Writing Texts & Purpose

| I am writing to… | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Recount** | | | | | The Man Who Walked Between the Towers | Stanley's Informal Letter to Mom - Holes |
| **Instruct** | Mr Wolf's Pancakes | The Santa Trap | | | | How to Steal Christmas (Dr Suess) |
| **Inform – Non-Chronological** | One day on Our Blue Planet: In the Savannah | The Honey Bee | | A Giant Dose of Gross | Up in The Canopy – The Amazon | |
| **Inform – Chronological** | Mae Jemison | | Wilma Rudoph | | Hidden Figures - Katherine Johnson | |
| **Explain** | | | Monsters – an Owner's Guide | Until I Met Dudley | | |
| **Persuade** | | The Bear and the Piano | | Kids Fight Plastic | | Formal Letter of Complaint - Holes |
| **Discuss** | ✓ | ✓ | Malala's Magic Pencil | ✓ | ✓ | Balanced Argument - Industrial Revolution (History) |
| All classes will write a critical review/discussion text as an outcome of their close study of a poem. | | | | | | |

# English Curriculum at Clover Hill: Narrative Writing Texts & Purpose

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Core Text** | Grandad's Island | The Lonely Beast | Ossiri and the Bala Mengro | Winter's Child | A Christmas Carol | Beowolf |
| Writing Outcome | Setting description | Plan and write a narrative | Re-write of the narrative | Detailed setting description | Narrative episodes with an emphasis on characterisation | Plan and write the story based on the book |
| **Core Text** | Clean Up | Lizzy and the Cloud | After the Fall | Nen and the Lonely Fisherman | The Viewer | Holes |
| Writing Outcome | Character description | Plan and write a sequel | Building tension | Action and setting | Atmosphere<br>Different perspectives | Setting Description |
| **Core Text - Traditional Tale** | Three Billy Goats Gruff | Jack and the Beanstalk | The Lion and the Mouse | Lambton Worm | Theseus and the Minotaur | Holes |
| Writing Outcome | Labels and Captions, sentence writing, character description | Plan and write in role from different perspectives | Prologue with a focus on speech | Detailed character description, plan and write own version | Narrative focusing on character intention | Diary Entry |



**English Curriculum at Clover Hill: Poetry**

| | Autumn | Summer |
|---|---|---|
| | Poetry Form and Poetic Techniques | Poem Study |
| Year 1 | Acrostic poems<br><br>T - Lines, verses | He and She: Clare Bevan |
| Year 2 | List poems<br><br>R- Lines, verses<br>T- Onomatopoeia, similes, repetition, rhythm | Someone Walter De La Mare |
| Year 3 | Kennings<br><br>R- Repetition<br>T- Diminuendo, crescendo, alliteration | Overheard on a Saltmarsh – Harold Monro |
| Year 4 | Limericks<br><br>R- Alliteration, imagery<br>T- Rhyme scheme, irony, assonance | The Lion and Albert – Marriott Edgar<br>Lion – Ann Bonner |
| Year 5 | Calligrams<br><br>R- Alliteration, assonance<br>T- Personification, metaphors, rhyming couplets | The River – Valerie Bloom |
| Year 6 | Cinquains<br><br>R- Reversos, personification, metaphors<br>T- Syllables, stanzas | Refugees – Brian Bilston<br>Mainly about Aliens -Ruth Awolola |