



## Our Lady School Curriculum

### English- writing genres

At our Lady Catholic School we have designed our English curriculum with the intent that every child, no matter their background, will become fluent readers and skilled writers. The children will experience a range of genres and explore a variety of fiction and nonfiction stimulus which will develop their understanding of different writing styles. We intend for all children to develop a love of reading and writing which will stay with them into their future.

Reception				
Unit/Topic	Early Learning Outcomes	Sticky knowledge	New vocabulary	Stimulus
Lists, labels and captions	<p><b>Comprehension</b> Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, Anticipate (where appropriate) key events in stories, Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b> Children will write recognisable letters, most of which are correctly formed, Spell words by identifying sounds in them and representing the sounds with a letter or letters, Write simple phrases and sentences that can be read by others.</p>	To write one/two words that are phonetically plausible to describe.	Describing word	See Termly stimulus overview.
Recount		To write a series of words in a list sometimes using adjectives to support description.		
Instructions		To write in the past tense.	Past tense.	
Rhyming		To write phonetically plausible short sentences that can be decoded by an adult.		
Narrative Traditional tales		To write simple instructions based on a practical activity.	Order Numbered step Bossy verb	
		To write simple cvc/ccvc/cvcc words that rhyme.	Rhyme Same	
		To understand that stories have different characters in.	Beginning Middle End Character Good Bad/evil Describing word Once upon a time The end Suddenly	
		To write phonetically plausible short sentences that can be decoded by an adult.		
		To demark sentences with a capital letter and a full stop.		
		To use familiar story language in writing.		

Year 1				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus



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<p>Narrative</p> <ul style="list-style-type: none"> <li>• Stories with predictable phrasing</li> <li>• Fairy tales</li> <li>• Contemporary fiction</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Match graphemes for all phonemes</li> <li>• Read accurately by blending sounds</li> <li>• Read words with very common suffixes</li> <li>• Read contractions &amp; understand purpose</li> <li>• Read phonics books aloud</li> <li>• Link reading to own experiences</li> <li>• Join in with predictable phrases</li> <li>• Discuss significance of title &amp; events</li> <li>• Make simple predictions</li> </ul> <p>Writing</p>	<p>To write simple sentences with repeated and predictable phrases to support structure.</p> <p>To write a simple three part narrative (beginning, middle, end).</p> <p>To write own version of a familiar story using simple sentences and sentences with conjunctions.</p>	<p>Adjective Noun phrase Verb Conjunction Repetitive phrase Beginning Middle End Problem Sentence opener</p>	<p>See termly stimulus overview</p>
<p>Recount</p>	<ul style="list-style-type: none"> <li>• Name letters of the alphabet</li> <li>• Spell very common 'exception' words</li> <li>• Spell days of the week</li> <li>• Use very common prefixes and suffixes</li> </ul>	<p>To write simple first person recounts based on personal experiences.</p>	<p>Time openers Time adverbials Sequence Chronological order</p>	
<p>Instructions</p>	<ul style="list-style-type: none"> <li>• Form lower case letters correctly</li> <li>• Form capital letters and digits</li> <li>• Compose sentences orally before writing</li> <li>• Read own writing to peers or teachers</li> <li>• Re-read writing to check for sense</li> </ul>	<p>Following a practical experience, write up the instructions for a simple task.</p>	<p>Bossy verb Numbered steps Order</p>	
<p>Explanation</p>	<p><i>Begin to join handwriting when pencil control and letter formation are secure</i></p>	<p>To draw pictures to illustrate a simple process and write several sentences to support the explanation of the process.</p>	<p>Diagram Caption Title Technical vocabulary</p>	
<p>Poetry</p> <ul style="list-style-type: none"> <li>• Rhyming couplets</li> <li>• Vocabulary building</li> </ul>	<p>Spellings</p> <p>National Curriculum Year 1 Spellings and revision of Reception spellings</p> <p>Speaking &amp; listening</p>	<p>Read, write and perform free verse inspired by different stimuli.</p> <p>To use all five senses to describe.</p> <p>Recite familiar poems by heart.</p>	<p>Rhyme Adjective Noun phrase Verb Sense</p>	
<p>Reports</p>	<ul style="list-style-type: none"> <li>• Listen &amp; respond appropriately</li> <li>• Ask relevant questions</li> </ul> <p>Maintain attention and participate</p>	<p>To write a series of sentences to describe aspects of one topic.</p> <p>To use non-chronological report features when writing.</p>	<p>Heading Subheading Photo Caption Technical vocabulary</p>	

Year 2				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus



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<p>Narrative</p> <ul style="list-style-type: none"> <li>Fairy tales</li> <li>Stories with recurring language</li> <li>Myths- creation stories</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>Develop phonics until decoding secure</li> <li>Read common suffixes</li> <li>Read and re-read phonic-appropriate books</li> <li>Read common 'exception' words</li> <li>Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li>Become familiar with, and retell, stories</li> <li>Ask &amp; answer questions; make predictions</li> <li>Begin to make inferences</li> </ul>	<p>To write a re-telling of a traditional story and to use a familiar story as a model to write a new story.</p> <p>To write a myth based on a story read before.</p> <p>To write stories with a five part structure: beginning, build up, problem, resolution and ending.</p>	<p>Expanded noun phrase Problem Solution/resolution Conjunction Synonym Tense</p>	<p>See termly stimulus overview</p>
<p>Recount</p>	<p>Writing</p> <ul style="list-style-type: none"> <li>Spell by segmenting into phonemes</li> <li>Learn to spell common 'exception' words</li> <li>Spell using common suffixes, etc</li> <li>Use appropriate size letters and spaces</li> <li>Develop positive attitude and stamina for writing</li> <li>Begin to plan ideas for writing</li> <li>Record ideas sentence-by-sentence</li> <li>Make simple additions and changes after proof-reading</li> </ul>	<p>To write in the first person in order to re-tell historical events.</p> <p>To use time adverbials to support sequence.</p> <p>To maintain consistency in tense and person.</p>	<p>Tense First person Time openers Time adverbials Sequence Chronological order</p>	
<p>Instructions</p>	<p>Grammar</p> <ul style="list-style-type: none"> <li>Use . ! ? and '             <ul style="list-style-type: none"> <li>Use simple conjunctions</li> <li>Begin to expand noun phrases</li> <li>Use some features of standard English</li> </ul> </li> </ul>	<p>To write a series of fiction-based and non-fiction-based instructions, including diagrams.</p>	<p>Title Bossy verb Numbered steps Diagram Label Chronological order Expanded noun phrase Synonym Negative command</p>	
<p>Explanation</p>		<p>To produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.</p>	<p>Diagram Caption Title Technical vocabulary</p>	
<p>Poetry</p> <ul style="list-style-type: none"> <li>Calligrams</li> <li>Vocabulary building</li> <li>Poetry appreciation</li> </ul>	<p>Spellings National Curriculum Year 2 Spellings and revision of Year 1 spellings</p> <p>Speaking &amp; Listening</p>	<p>Read, write and perform free verse inspired by different stimuli.</p> <p>To write own calligram poetry based on single words and shapes.</p>	<p>Expanded noun phrase Calligram</p>	
<p>Reports</p>	<ul style="list-style-type: none"> <li>Articulate and justify answers</li> <li>Initiate and respond to comments</li> <li>Use spoken language to develop understanding</li> </ul>	<p>To assemble information on a subject through research.</p> <p>To sort and categorise information; use comparative language to describe and differentiate.</p> <p>To use when, if, that and because to explain how or why something happens.</p>	<p>Research Heading Subheading Photo Diagram Caption Technical vocabulary</p>	



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			Label Question mark	
Persuasion		<p>To write a series of sentences, on the same topic, using persuasive vocabulary.</p> <p>To use commas to separate a list of ideas.</p> <p>To use a simple introduction and conclusion to a persuasive argument.</p>	<p>Persuasive vocabulary</p> <p>Comma</p> <p>List</p> <p>Expanded noun phrase</p>	

Year 3				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> <li>• Fables</li> <li>• Alternate fairy tales</li> <li>• Adventure stories</li> <li>• Stories with imaginary worlds</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Use knowledge to read 'exception' words</li> <li>• Read range of fiction and non-fiction</li> <li>• Use dictionaries to check meaning</li> <li>• Prepare poems and plays to perform</li> <li>• Check own understanding of reading</li> <li>• Draw inferences and make predictions</li> <li>• Retrieve and record information from non-fiction books</li> <li>• Discuss reading with others</li> </ul> Writing <ul style="list-style-type: none"> <li>• Use prefixes and suffixes in spelling</li> <li>• Use dictionary to confirm spellings and meanings</li> <li>• Write simple dictated sentences</li> <li>• Use handwriting joins appropriately</li> <li>• Plan to write based on familiar forms</li> <li>• Rehearse sentences orally for writing</li> <li>• Use varied rich vocabulary</li> <li>• Create simple settings &amp; plot</li> <li>• Assess effectiveness of own and others' writing</li> </ul>	To write a new fable to convey a moral.  To write an alternative version of a traditional fairy tale.  To write an adventure story focussing on plot.	Paragraph Tense Person Conjunction Synonym	See termly stimulus overview
Play writing		To write a perform a play based on a familiar story.	Script Line Stage direction Character Colon	
Recount		To write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in engaging ways.	Impersonal style Formal Past tense Paragraph	
Instructions		To write and evaluate a range of instructions, including directions.	Directional language Heading Sub heading Precise expanded noun phrase	



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Explanation	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use range of conjunctions</li> <li>• Use perfect tense</li> <li>• Use range of nouns and pronouns</li> <li>• Use time connectives</li> <li>• Introduce speech punctuation</li> <li>• Know language of clauses</li> </ul> <p><b>Spellings</b></p> <p>National Curriculum Spellings selected from the Year 3 and Year 4 word list and revision of Year 2 spellings</p> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Give structured descriptions</li> <li>• Participate actively in conversation</li> <li>• Consider and evaluate different viewpoints</li> </ul>	To create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	Flowchart Relevant Fronted adverbial Sequential order Preposition	
<p>Poetry</p> <ul style="list-style-type: none"> <li>• Limerick</li> <li>• Vocabulary building</li> <li>• Haiku, tanka and kennings</li> <li>• Poet appreciation</li> </ul>		<p>Read, write and perform free verse.</p> <p>To recite a familiar limerick by heart.</p> <p>To read and write haiku, tanka and kennings.</p> <p>To research and respond to a poet.</p>	<p>Title</p> <p>Line</p> <p>Rhyme</p> <p>5-7-5</p> <p>Alliteration</p> <p>Syllable</p> <p>Simile</p>	
Reports		<p>To research and use note-taking techniques using information and ICT texts on a chosen subject.</p> <p>To use spidergrams to help organise information.</p>	<p>Note taking</p> <p>Phrase</p> <p>Spidergram</p> <p>Generalised noun phrase</p> <p>Introduction</p> <p>Conclusion</p> <p>Compare</p> <p>Contrast</p>	
Persuasion		To present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	<p>Persuasive vocabulary</p> <p>Conjunction</p> <p>Adverb</p> <p>Logical conjunction</p> <p>Tense</p>	

<b>Year 4</b>				
<b>Unit/Topic</b>	<b>National Curriculum objectives</b>	<b>Sticky knowledge</b>	<b>New vocabulary</b>	<b>Stimulus</b>



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<p>Narrative</p> <ul style="list-style-type: none"> <li>• Greek myths</li> <li>• Story settings</li> <li>• Stories with a theme</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Secure decoding of unfamiliar words</li> <li>• Read for a range of purposes</li> <li>• Retell some stories orally</li> <li>• Discuss words &amp; phrases that capture the imagination</li> <li>• Identify themes &amp; conventions</li> <li>• Retrieve and record information</li> <li>• Make inferences and justify predictions</li> <li>• Recognise a variety of forms of poetry</li> <li>• Identify and summarise ideas</li> </ul>	<p>To write a Greek myth focusing on effective characterisation.</p> <p>To link dialogue to effective characterisation, interweaving speech and action.</p> <p>To write using a personal experience as a story theme, in an autobiographical style.</p>	<p>Autobiographical Myth Paragraph Action Speech Fronted adverbial Onomatopoeia Powerful noun Mood and atmosphere Adventurous simile Direct speech Plural possession</p>	<p>See termly stimulus overview</p>
<p>Play writing</p>	<p>Writing</p> <ul style="list-style-type: none"> <li>• Correctly spell common homophones</li> <li>• Increase regularity of handwriting</li> <li>• Plan writing based on familiar forms</li> <li>• Organise writing into paragraphs</li> <li>• Use simple organisational devices</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Evaluate own and others' writing</li> <li>• Read own writing aloud</li> </ul>	<p>To write a perform a play based on a familiar story.</p>	<p>Script Line Stage direction Character Colon</p>	
<p>Recount</p>	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Use wider range of conjunctions</li> <li>• Use perfect tense appropriately</li> <li>• Select pronouns and nouns for clarity</li> <li>• Use and punctuate direct speech</li> <li>• Use commas after fronted adverbials</li> </ul>	<p>To write a first-person, newspaper-style, recount using historical knowledge.</p>	<p>Informal First person 5W's Conclusion Tense shift Past Present Direct speech</p>	
<p>Instructions</p>		<p>To write a set of instructions including a title, 'you will need' and introduction section.</p>	<p>Heading Sub heading Precise expanded noun phrase</p>	
<p>Explanation</p>	<p>Spellings</p> <p>National Curriculum Spellings selected from the Year 3 and Year 4 word list and revision of Year 3 spellings</p>	<p>To create a flow chart to explain how something new works e.g. an invention.</p> <p>To use note taking to support research.</p> <p>To use an impersonal style when writing</p>	<p>Impersonal Formal Introductory paragraph Process</p>	
<p>Poetry</p> <ul style="list-style-type: none"> <li>• Riddles</li> <li>• Word play</li> <li>• Free verse</li> </ul>	<p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• Articulate and justify opinions</li> <li>• Speak audibly in standard English</li> </ul> <p>Gain, maintain and monitor interest of listeners</p>	<p>Read, write and perform free verse.</p> <p>To read and write riddles.</p>	<p>Simile Metaphor Alliteration Powerful noun Exaggerate</p>	



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Reports		To write own report independently based on research from a range of different sources.	Pronoun Technical vocabulary Subordinating conjunction	
Persuasion		To assemble and sequence points in order to plan a presentation on one point of view.  To use graphs and diagrams to support one point of view.	Graph Precise vocabulary Logical conjunction Persuasive effect Introduction Paragraph Logical order Conclusion	
Discussion		To consider different sides to an argument.  To decide on the course of action that should be taken from different sides.  To summarise reasons from different sides of an argument.	Side Argument Summarise Statement For Against Prepositional phrase Fronted adverbial with comma	



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Year 5				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> <li>• Classic fiction</li> <li>• Legends</li> <li>• Suspense and mystery</li> <li>• Literacy heritage</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Apply knowledge of morphology and etymology when reading new words</li> <li>• Read and discuss a broad range of genres and texts</li> <li>• Identify and discuss themes</li> <li>• Make recommendations to others</li> <li>• Learn poetry by heart</li> <li>• Draw inference and make predictions</li> <li>• Discuss authors' use of language</li> <li>• Retrieve and present information from non-fiction texts</li> <li>• Formal presentation and debates</li> </ul>	To reflect on a main character of a legend from different view points.  To retell a story from several different perspectives.  To develop skills of atmosphere building.  To explore a text in detail in order to mirror the style of an author when writing.  To use a theme and plot from a text to create own contemporary version.	Bracket Dash Morphology Etymology Modal verb Passive verb Tension Suspense Time/place/manner adverbial Cohesive device Relative clause Prepositional phrase Mood/atmosphere	See termly stimulus overview
Recount	Writing <ul style="list-style-type: none"> <li>• Secure spelling, including homophones, prefixes, silent letters, etc</li> <li>• Use a thesaurus</li> <li>• Legible, fluent handwriting</li> <li>• Plan writing to suit audience and purpose</li> <li>• Develop character, setting and atmosphere in narrative</li> </ul>	To compose a biographical account based on research.	Biography Levels of formality Tense shift Atmosphere Relative clause Interest Impact Contrasting audience	
Instructions	<ul style="list-style-type: none"> <li>• Use organisational and presentational features</li> <li>• Use consistent appropriate tense</li> <li>• Proof-reading</li> <li>• Perform own compositions</li> </ul>	To write a set of detailed instructions with an introduction and conclusion	Structural features Relative clause Bracket Dash Comma Ambiguity	
Explanation	Grammar <ul style="list-style-type: none"> <li>• Use expanded noun phrases</li> <li>• Use modal and passive verbs</li> <li>• Use relative clauses</li> <li>• Use commas for clauses</li> <li>• Use brackets, dashes and commas for parenthesis</li> </ul>	To write an explanation linked to a geographical topic explaining scientific processes.	Impersonal Formal Introductory paragraph Process Layout device Time Cause Fronted adverbial	
Poetry <ul style="list-style-type: none"> <li>• Spoken word</li> <li>• Rap</li> </ul>	National Curriculum Spellings selected from the Year 5 and Year 6 word list and revision of Year 4 spellings	To read and respond to cinquains.	Imagery Building images Powerful noun/adjective/verb	



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<ul style="list-style-type: none"> <li>• Narrative poetry</li> <li>• Cinquain</li> </ul>	<p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• Give well-structured explanations</li> <li>• Command of Standard English</li> <li>• Consider and evaluate different viewpoints</li> </ul> <p>Use appropriate register</p>	<p>To experiment when writing different types of poetry.</p> <p>To research a particular poet and express a personal response to their poetry.</p> <p>To recite a familiar poem by heart.</p>	<p>Nonsense word Unexpected word combination</p>	
<p>Reports</p>		<p>To write a report in the form of an information leaflet in which two or more subjects are compared.</p>	<p>Leaflet Comparison Expanded noun phrase Compare Contrast</p>	
<p>Persuasion</p>		<p>To show a through range of writing and understanding of how persuasive writing can be adapted for different purposes and audiences.</p>	<p>Audience Purpose Complex sentence Modal verb Statistic External validation</p>	
<p>Discussion</p>		<p>To write a balanced discussion.</p> <p>To present two sides of an argument following a debate.</p>	<p>Debate Balanced discussion Justify View Relative clause Modal verb Reason Generic statement</p>	



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Year 6							
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus			
Narrative <ul style="list-style-type: none"> <li>• Range of fiction genres</li> <li>• Genre swap stories</li> <li>• Creating setting</li> <li>• Characterisation</li> <li>• Atmosphere</li> <li>• Autobiographical narratives</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Read a broad range of genres</li> <li>• Recommend books to others</li> <li>• Make comparisons within/across books</li> <li>• Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structures, etc contribute to meaning</li> <li>• Discuss use of language, including figurative</li> <li>• Discuss and explain reading, providing reasoned justification for views</li> </ul> Writing <ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling</li> <li>• Develop legible personal handwriting style</li> <li>• Plan writing to suit audience and purpose; use models of writing</li> <li>• Develop character and setting in narrative</li> <li>• Select grammar and vocabulary for effect</li> <li>• Use a wide range of cohesive devices</li> <li>• Ensure grammatical consistency</li> </ul>	To write a range of short stories in different genres.  To revisit core skills from narrative writing in previous years to support cohesion, structure and grammar.  To write a single extended narrative based on one theme.  To develop characterisation, setting description and atmosphere.  To edit and redraft a piece of writing.	Cohesive device Hyphen Dash Effect Reader Impact Semi-colon Levels of formality Subjunctive form Passive voice Question tag Authors style Authors voice Genre specific feature Personification Oxymoron Hyperbole Speech for effect	See termly stimulus overview			
		Recount			To write in a role adapting a distinctive voice.  To write a biographical recount describing a person from a different perspective.	Cohesive device Passive voice Dramatic effect Tense shift Relative clause Colon Semi-colon	
		Explanation			Grammar <ul style="list-style-type: none"> <li>• Use appropriate register/style</li> <li>• Use the passive voice for purpose</li> <li>• Use features to convey and clarify meaning</li> <li>• Use full punctuation</li> <li>• Use language of subject/object</li> </ul>	To report and present findings from a scientific enquiry including conclusions, causal relationships and explanations of and degree of trust in results.	Formal Technical vocabulary
		Poetry <ul style="list-style-type: none"> <li>• Gothic poetry</li> <li>• War poetry</li> <li>• Monologues</li> <li>• Vocabulary building</li> </ul>			Spellings	To read, write and perform free verse.  To mirror and magpie a poets techniques to inspire own writing.  To read and respond to famous monologues.	Hyperbole Precise word choice Atmosphere Poets voice



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<p>Reports</p>	<p>National Curriculum Spellings selected from the Year 5 and Year 6 word list and revision of Year 5 spellings</p> <p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• Use questions to build knowledge</li> <li>• Articulate arguments and opinions</li> <li>• Use spoken language to speculate, hypothesise and explore</li> <li>• Use appropriate register and language</li> </ul>	<p>To write a report on a non-fiction subject.</p> <p>To choose the appropriate style and form of writing to suit the purpose and audience.</p> <p>To use prior knowledge of non-fiction text types to support writing.</p>	<p>Style Formal Level of formality Passive voice Purpose Audience Cohesion</p>	
<p>Persuasion</p>		<p>To construct an argument in note and in full text form to persuade others on own point of view.</p> <p>To present own persuasive case to class/group.</p> <p>To use standard English appropriately and effectively.</p>	<p>Audience Standard English Formal vs informal Passive voice Link and build Question tag Emotive language Power of three Repetition Counter argument</p>	
<p>Discussion</p>		<p>To take part in a debate.</p> <p>To follow up a debate with a write-up which presents and evaluates the opinions of different viewpoints.</p>	<p>Evaluation Differing view Support Oppose Quotation Consistent tone</p>	