

# English Curriculum Year 1 - 6





**Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:**

- **Entitlement**  
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**  
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**  
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**  
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**  
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**  
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

**Subject-specific rationales are built on these six principles.**



# United Curriculum Principles: English Writing



The United Writing Curriculum is built on **four key principles**:

<p><b>Developing pupils' metacognitive and critical thinking skills</b></p>  <ul style="list-style-type: none"><li>• Teachers authentically model the writing process and thinking aloud</li><li>• Critical literacy skills are incorporated into the curriculum</li><li>• Pupils become life-long readers and writers</li><li>• Links to other curriculum areas – where appropriate - reflect important real-world knowledge</li></ul>	<p><b>Ensuring the highest expectations for the attainment and progress of all pupils</b></p>  <ul style="list-style-type: none"><li>• Progression in learning is mapped across units, year groups and key stages</li><li>• A diverse representation of high-quality texts are used as models and examples</li><li>• Teachers have conviction that every child has something worthwhile to write about</li></ul>
<p><b>Supporting all pupils in developing pleasure for writing and discovering their own unique writing voice</b></p>  <ul style="list-style-type: none"><li>• Pupils have independence and autonomy</li><li>• Pupils have choice to write about what interests and excites them, and reflects their own lives</li><li>• A wide range of opportunities are provided for pupils to write for authentic purposes and audiences</li><li>• Planning acknowledges and values pupils' own diverse funds of knowledge</li></ul>	<p><b>Developing a secure understanding of the writing process</b></p>  <ul style="list-style-type: none"><li>• The writing process is recursive and not linear</li><li>• Functional grammar is taught within context</li><li>• New objectives are introduced in small, manageable steps</li><li>• Pupils have frequent opportunities to write at length</li><li>• Planned conferencing and workshopping allows teachers to meet individual pupil needs</li></ul>



# Writing Overview: Year 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<b>Developing Vocabulary &amp; Sentences:</b> Beegu <a href="#">Poetry link</a>		<b>Developing Vocabulary &amp; Sentences:</b> The Lonely Beast		<b>Developing Vocabulary &amp; Sentences:</b> Ralph Tells A Story	<b>Developing Description:</b> Lost in the Toy Museum		<b>Developing Narrative Structure:</b> Stanley's Stick		<b>Writing About Real Life:</b> The Big Book of the UK	
Spring	<b>Innovating Narratives:</b> Little Red / Rapunzel (Bethan Woollvin) <a href="#">Poetry link</a>		<b>Innovating Narratives:</b> Billy and the Beast	<b>Making Links and Inventing Narratives:</b> Mixed Up Fairy Tales		<b>Developing Punctuation:</b> Traction Man is Here		<b>Developing Punctuation &amp; Vocabulary:</b> Look Up!		<b>Writing a Report:</b> Here We Are	
Summer	<b>Creating Descriptions:</b> Journey <a href="#">Poetry link</a>		<b>Writing Recounts:</b> On the Way Home		<b>Writing Instructions:</b> Nimesh the Adventurer	<b>Writing Letters:</b> Where the Wild Things Are		<b>Creating an Interview &amp; Fact files:</b> Ada Twist, Scientist Iggy Peck, Architect Rosie Revere, Engineer		<b>Writing About Real Events:</b> All About Year 1!	



# Writing Overview: Year 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<b>Creating Poetry</b> Thinker: My Puppy Poet and Me <a href="#">Poetry unit</a>		<b>Developing Humour and Rhyme:</b> Green Eggs and Ham <a href="#">Poetry link</a>	<b>Developing Punctuation:</b> The Disgusting Sandwich		<b>Personal Narratives:</b> The Proudest Blue		<b>Connecting Ideas within Narratives:</b> Lubna and Pebble		<b>Writing to Inform:</b> Paddington's Post	
Spring	<b>Developing Punctuation:</b> Don't Let the Pigeon Drive the Bus!	<b>Creating Persuasive Texts :</b> The King Who Banned the Dark			<b>Writing about Real Life:</b> What Do Grown Ups Do All Day?	<b>Developing Vocabulary:</b> The Dragon Machine <a href="#">Poetry link</a>		<b>Writing a Fact file:</b> Monstrous Book of Monsters & Dragon World		<b>Writing Explanations:</b> Until I Met Dudley	
Summer	<b>Developing Punctuation &amp; Description:</b> The Tunnel <a href="#">Poetry link</a>		<b>Writing Recounts:</b> Hide and Seek		<b>Inventing Narratives:</b> Gorilla		<b>Writing Instructions:</b> 10 Things I Can Do to Help My World/ The Great Big Green Book	<b>Developing Persuasive Language:</b> The Promise/ Wangari's Trees of Peace		<b>Expanding Vocabulary to Describe and Inform:</b> Africa, Amazing Africa	



# Writing Overview: Year 3



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p><b>Poetry:</b> Jabberwocky – Lewis Carroll (1 week)</p>	<p><b>Developing Description:</b> Once Upon an Ordinary School Day - Colin McNaughton (3 weeks)</p>			<p><b>Instructions:</b> Instructions – Neil Gaiman (2 weeks)</p>		<p><b>Writing to Inform:</b> Day of the Dinosaurs –Steve Brusatte (2 weeks)</p>		<p><b>Developing Dialogue:</b> Stone Age Boy - Satoshi Kitamura (3 weeks)</p>		
Spring	<p><b>Investigating Viewpoint:</b> Twisted Fairy Tales The True Story of the Three Little Pigs - Jon Scieszka (2 weeks)</p>		<p><b>Discussion:</b> Fairy Tale Crimes Who Pushed Humpty Dumpty &amp; Other Notorious Nursery Tale Mysteries -David Levinthal (2 weeks)</p>		<p><b>Reporting:</b> Fairy Tale Crimes (2 weeks)</p>		<p><b>Class Fact File:</b> This is How We do It – Matt Lamothe (2 weeks)</p>		<p><b>Traditional Fables:</b> <b>Poetry Link</b> (3 weeks)</p>		
Summer	<p><b>Creating Atmosphere:</b> Escape From Pompeii –Cristina Balit <b>Poetry Link</b> (3 weeks)</p>			<p><b>Writing to Inform:</b> Earth Shattering Events – Robin Jacobs (3 weeks)</p>			<p><b>Writing to Persuade: Adverts &amp; Reviews</b> Izzy Gizmo –Pip Jones (2 weeks)</p>		<p><b>Letter Writing for Different Purposes &amp; Audiences:</b> The Day The Crayons Quit –Drew Daywalt (3 weeks)</p>		



# Writing Overview: Year 4



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p><b>Poetry:</b> Poems Aloud - Joseph Coelho (1 week)</p>	<p><b>Instructional Writing: Building With Lego</b> Chop, Sizzle Wow – The Silver Spoon (2 weeks)</p>		<p><b>Developing Description:</b> The Building Boy – Ross Montgomery (3 weeks)</p>			<p><b>Writing To Inform:</b> Dragonology: The Complete Book of Dragons – Dugald Steer (3 weeks)</p>			<p><b>Writing Short Stories: Characters &amp; Settings</b> The Story Shop: Stories for Literacy – Nikki Gamble (2 weeks)</p>	
Spring	<p><b>Creating Narrative: Traditional Tales</b> Usborne's 1001 Arabian Nights (3 weeks)</p>			<p><b>Dual Purpose Writing:</b> David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins (3 weeks)</p>			<p><b>Creating Narrative:</b> The Great Kapok Tree (2 weeks)</p>		<p><b>Persuasion:</b> Save the Rainforest <b>Poetry Link:</b> There's a 'Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon (3 weeks)</p>		
Summer	<p><b>Writing to Entertain: Recounts</b> Quick! Let's Get Out of Here - Michael Rosen <b>Poetry Link</b> (3 weeks)</p>			<p><b>Discussion:</b> This or That? Pippa Goodheart (3 weeks)</p>			<p><b>Author Study:</b> Nicola Davies (3 weeks)</p>			<p><b>Biography:</b> Inventors: Incredible stories of the world's most ingenious inventions –Robert Winston (2 weeks)</p>	



# Writing Overview: Year 5



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<b>Poetry:</b> Rhythm and Poetry - Karl Nova (1 week)	<b>Character &amp; Setting:</b> Painting A Picture with Words (3 weeks)			<b>Writing To Inform &amp; Discuss:</b> Comparative writing What's The Difference – Emma Strack (2 weeks)		<b>Creating a New Chapter:</b> The Invention of Hugo Cabret – Brian Selznick (3 weeks)			<b>Explanations:</b> The Way Things Work –David Macaulay (2 weeks)	
Spring	<b>Creating Recounts:</b> Shackleton's Journey – William Grill (3 weeks)			<b>Creating Pace and Tension in Narrative:</b> Varjak Paw – S F Said (3 weeks)			<b>Writing to Entertain:</b> Cloud Busting – Malorie Blackman Poetry Link (3 weeks)			<b>Writing Biographies:</b> Survivors – David Long (2 weeks)	
Summer	<b>Writing Narrative:</b> The Water Tower – Gary Crew (2 weeks)		<b>Discussion:</b> Real Life Mysteries – Susan Martineau ( 2 weeks)		<b>Writing To Inform:</b> Real Life Mysteries – Susan Martineau (2 weeks)		<b>Narrative &amp; Poetry:</b> Playing With Words Varmints – Helen Ward; The Rabbits – John Marsden Poetry Link -The Lost Words - Robert Macfarlane (3 weeks)			<b>Persuasion:</b> Global Warming (2 weeks)	





# Writing Overview: Year 6



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p><b>Poetry:</b> Poetry Please :The Seasons – Various; If All The World Were -Joe Coelho (1 week)</p>	<p><b>Creating Narrative: Quest</b> How To Train Your Dragon – Cressida Cowell (2 weeks)</p>		<p><b>Informative Writing:</b> Experimenting with Formality &amp; Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)</p>			<p><b>Creating a New Chapter:</b> SeaBEAN – Sarah Holding (3 weeks)</p>		<p><b>Persuasion:</b> Reducing Waste Campaign (2 weeks)</p>		
Spring	<p><b>Multi-text Storytelling:</b> The Arrival – Shaun Tan <b>Poetry Link</b> On The Move’ - Michael Rosen (4 weeks)</p>				<p><b>Biographies:</b> Little Leaders - Vashti Harrison (2 weeks)</p>		<p><b>Discussion:</b> What Is Right &amp; Wrong?... - Michael Rosen &amp; Annemarie Young (2 weeks)</p>		<p><b>Narrative Non-fiction:</b> Moth – An Evolution Story/ Fox – A Life Cycle Story – Isabel Thomas (3 weeks)</p>		
Summer	<p><b>Modern Retellings: Shakespeare</b> Mr. William Shakespeare’s Plays - Marcia Williams (3 weeks)</p>			<p><b>Journalism:</b> Critical Literacy &amp; Bias (3 weeks)</p>			<p><b>Class Anthology:</b> Book of Hopes – Katherine Rundell <b>Poetry Link</b> (3 weeks)</p>		<p><b>Fact or Fiction:</b> History’s Mysteries - National Geographic Kids (2 weeks)</p>		

