

Crossfell English Planning Overview 2022-23

Unit:	Fiction: Fantasy	Non-Fiction: Recounts	Non-Fiction: Instructions & Explanations	Poetry: Classic Poetry
Term:	Autumn 1: 7 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
What We Will Learn	Children use Harry Potter and the Chamber of Secrets to study fantasy. They study plot lines through story maps and learn to create their own, developing characters and settings on a theme. The Alan Peat box clever approach will be used to create an extended piece of writing at the end of this unit.	In this unit of work pupils will learn about recounts, using the context of UFOs. They will explore real events and identify the features of a recount, focusing on structure and chronological order.	In this unit of work pupils will, explore instructions and explanations in the context of changing technology. Pupils will try pitching in the Dragon's Den and create guides for futuristic travel.	In this unit of work pupils will learn about Belloc's Cautionary Tales. This will provide opportunities to discuss and debate. Pupils Will writing their own modern day cautionary poems.
What We Will Do	Children will use dialogue in writing an effective and engaging story. Grammar includes looking at adverbs, adjectives, pronouns, and the use of paragraphs. Children will choose appropriate nouns and pronouns to aid cohesion and avoid repetition. They will use apostrophes correctly to indicate possession. Children will use and punctuate direct speech. They will understand and use adverbials to indicate time. Children will understand the difference between plural and possessive apostrophes.	Pupils will discuss the purpose, style and content of a range of recounts. They will identify features of recounts by looking at who, when, where, why? They will discuss and compare official recount documents with recounts from newspapers or magazines. They will do role play activities such as 'hot seating' asking and answering questions.	Pupils will look at a range of different instructions including lists and diagrams. They will identify features and follow instructions. They will create a clear concise set of rules. They will discuss and compare instructional and explanatory texts. Pupils will rehearse explanation text features to help them explore their own ideas and plan an oral presentation using persuasive language to present an invention to 'Dragon's Den style'.	Pupils will identify features of poetry and compare two different versions of a poem. They will investigate the language used for effect. They will look at poetry from a different point of view and use the poem to extract information to write a newspaper article. They will then look at cautionary poems/tales and analyse a cautionary tale from a particular point of view. They will write their own cautionary tale/poem, taken from a written draft of an unfortunate event.
Text(s):	Harry Potter and The Chamber of Secrets by J.K Rowling.	UFOs and Aliens: Investigating Extra-terrestrial Visitors – Extreme! by Paul Mason. UFO Diary by Satoshi Kitamura	Examples of instructional and explanation text are provided	The Walrus and the Carpenter by Lewis Carroll Cautionary Tales by Hilaire Belloc
Skills Learned	Pupils will be able to use techniques learned to apply to their own fantasy tale such as using inverted commas to show dialogue, fronted adverbials and expanded noun phrases. End of unit aim: I can write my own fantasy story based on Harry Potter and the Chamber of Secrets	Pupils will develop their language/vocabulary skills by being able to use and develop their descriptive language to capture the readers or listeners attention. They will further develop their recall skills to accurately retell an event or experience in chronological order.	Pupils will develop their speaking and language skills, they will be able to use persuasive language to capture the listener's attention in an oral presentation within the context of selling an idea/ invention.	Pupils will develop their analytic skills to be able to problem solve and extract information from a story to be able to write their own cautionary tale in the form of a poem.

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Unit:	Fiction: Modern Classic Fiction	Non-Fiction: Argument and Debate	Non-Fiction: Biographies/Autobiographies	Poetry: Poetry on a Theme
Term:	Spring 1: 6 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
What We Will Learn	Children meet a modern classic in Michael Morpurgo's <i>Kensuke's Kingdom</i> . They explore emotions and points of view, ending the unit with their own extra chapter for this extraordinary tale. The text is used to study pronouns, determiners, and effective linking within and between paragraphs.	In this unit of work pupils will identify features of argument texts and discuss differences between facts and opinions. They will find out how to present opinions as if they were facts. Pupils will then write and edit their own argument text.	Pupils will study the biographies of Roald Dahl and Michael Morpurgo (both books and online) and their autobiographical writing to identify features of biographies and autobiographies.	Pupils will look at poems on a theme, using the classic <i>Old Possum's Book of Practical Cats</i> . They will explore descriptive language and write and edit their own poem.
What We Will Do	Children will revise the use of pronoun and determiners. They will identify adverbs and conjunctions in writing. Children will use appropriate devices to create cohesion within and between paragraphs.	Pupils will list key features of a spoken or written argument. They will write a list about the main points on one side of a written argument. They will discuss the type of language used. They will discuss fact and opinion and take part in a debate. They will plan and write a written argument text.	Pupils will use the texts to analyse some autobiographical and biographical texts. They will study dialogue, noun phrases as well as complex sentences. They will analyse interviews and discuss how this could contribute to a biography. They will then have the opportunity to write autobiographies online.	Pupils will look at language play and confidently cement the understanding of the term 'alliteration' they will have opportunities to use alliteration to enhance lines in one's own poetry. They will plan to write a poem similar to those read in class and work to a given set of criteria. Pupils will perform their poem confidently to their peers.
Text(s):	<i>Kensuke's Kingdom</i> by Michael Morpurgo	Provided with plan – list of debate topics for ideas.	<i>Boy and Going Solo</i> by Roald Dahl. <i>Singing for Mrs Pettigrew/Homecoming</i> by Michael Morpurgo. Various biographies of two authors	<i>Old Possum's Book of Practical Cats</i> by TS Eliot and illustrated by A Scheffler
Skills Learned	Pupils will be able to compose and rehearse sentences orally (including dialogue). They will develop their sentence structure knowledge to ensure that paragraphs are connected and their content make sense chronologically.	Pupils will be able to develop their skills to identify the key features of a debate/argument and the important use of persuasive language, being able to transfer this type of language over into their own piece of writing to debate a topic.	Pupils will be able to identify traditional language and sequence sentences to form a short narrative to produce a short story.	Pupils will use relevant strategies to build on their vocabulary, using alliteration to enhance their writing to capture the listener's interest and understanding that it gives the writing a lulling, lyrical, and/or emotive effect.

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Unit:	Fiction: Adventure	Non-Fiction: Reports and Journalistic Writing	Non-Fiction: Letters and Correspondence	Poetry: Poetic Style
Term:	Summer 1: 7 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks
What We Will Learn	Children will read <i>Holes</i> by Louis Sachar to gain an understanding of an adventurous fictional text. Children ask and answer questions and use inference skills to speculate about what is happening. They generate powerful vocabulary and revise parts of speech. They then write their own version or a sequel based on the book using the Alan Peat approach to extended writing.	Pupils will study report writing in different ways they will learn how to compare features of direct and reported speech and change direct speech into reported speech.	Pupils will read a selection of fascinating letters, both formal and informal, from different periods of history. They will focus on resumes (skills and qualifications) in particular, and use the examples from the book to create a CV and covering letter for an ideal or imaginary future job.	Pupils will read <i>The Debate of Tea and Coffee</i> , a Gulf 'debate' poem about a fierce dispute between coffee and tea. Pupils will identify features of poems that tell a story.
What We Will Do	Children will use dialogue in writing an effective and engaging story. Grammar includes looking at adverbs, adjectives, pronouns, and the use of paragraphs. Children will extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Children will recognise and use fronted adverbials. They will use direct speech to advance action. Children will use powerful adjectives and expanded noun phrases They will have clear components of a story (problem/resolution) etc.	Pupils will look at different ways of writing speech, play scripts, speech bubbles, direct and reported speech. They will compare formal and informal writing including use of passive voice. They will write a formal report using reported speech, and go on to write a newspaper report.	Pupils will sort letters according to types, they will analyse and discuss formal and informal letters. They will discuss their own experience of letter writing. They will be introduced to a cover letter. They will read and discuss Cruella de Vil's imaginary letter and write a reply. They will be introduced to CV writing discuss the purpose and write a CV.	Pupils will read and compare other poems about drinks. They will create and perform a play script for the 'dispute'. Pupils will end by writing their own poem about a drink, they will think about rhyming couplets and will discuss rhyming words and decide is their poem going to rhyme?
Text(s):	<i>Holes</i> by Louis Sachar	<i>Tuesday</i> by D Wiesner	Letters of Note: Correspondence Deserving of a Wider Audience – Compiled by Shaun Usher	Selected Poems by John Agard. Poems inspired by the five senses chosen by Roger McGough. Includes Greedyguts. The Dispute of Tea and Coffee
Skills Learned	Children will be able to use techniques to make the reader read on. They will use paragraphs to organise events around a theme and have a chronological order to their creative writing. Powerful adjectives and expanded noun phrases will be used to extend writing to create a sense of atmosphere.	Pupils will analyse and the structure of a report. They will be able to consider and evaluate different types of speech and how it presented in an article.	Pupils will develop their letter writing skills by expressing their emotions, opinions and beliefs in a professional tone.	Pupils will develop their analytic skills to be able to problem solve and extract information from a poem to be able to create a play with dialog.