**St Luke’s English Writing Curriculum Unit – Long Term Overview**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Character Description** | **Instructions** | **Narrative (first person)** | **Formal Letter** | **Diary Recount** | **Non-Chronological Report** |
| Big Question | **What makes characters different?**  | **Why do instructions need to be in order?** | **What makes a good story?** | **What are the differences between formal and informal letters?** | **Why do we write diaries?** | **How can we record information to make it easier for people to read?** |
| Unit Outcome | Write a description of *‘The Gruffalo’* by Julia Donaldson. | Write instructions (a recipe) for how to make din treats (crispy cakes) | Write own first-person narrative based on *‘Whatever Next’* by Jill Murphy | Write a letter to the King. | Write a diary recount all about their own experiences of a trip. | Research and write a report all about real life superheroes. |
| Additional units | Narrative and letters (linked to Woodland theme)Recount (linked to dinosaur theme) | Letter (linked to the space theme) | Narrative (linked to superheroes theme) |
| **Year 2** | **Recount** | **Character Description** | **Newspaper Report** | **Descriptive Writing** | **Letters** | **Narrative** |
| Big Question | **How can I tell people about my experiences?** | **What makes a good character description?** | **Why do people read a newspaper?** | **How can I describe what is special to me?**  | **Why might people write letters?** | **What makes a story exciting?** |
| Unit Outcome | Write a recount of their class trip to Mayfield Park. | Write a description of Anansi the spider. | Write a newspaper report all about Christopher Columbus reaching the Americas (linked to History topic)  | Writing about a special item*‘The Proudest Blue’* by Olympic medalist and social justice activist Ibtihaj Muhammad and S.K. Ali | Write a letter based upon the *‘The Day the Crayons Quit’* by Drew Daywalt. | Write their own story inspired by ‘Grandad’s Island’ by Benji Davies  |
| Additional units | Playscript – *linked to Christmas production* | Poetry | Descriptive riddles – *who am I?* |
| **Year 3** | **Fictional Recount** | **Explanation** | **Narrative** | **Setting Description** | **Character Description** | **Non-Chronological Report** |
| Big Question | **What can we discover about a character when we step into their shoes?** | **How can we explain the powerful forces of nature?** | **How can we create a story that takes a reader on a journey they won’t forget?** | **How can words help a reader feel like they’re really there, even in an imaginary place?** | **How can we use words to bring a character to life for the reader?** | **How can we turn facts into something fun and fascinating to read?** |
| Unit Outcome | Write diary entry based on *‘Man on the Moon: A Day in the Life of Bob’* by Simon Bartram. | Write an explanation about how different natural disasters occur e.g. earthquakes (linked to Geography topic) | Write own narrative based on *‘The Hodgeheg’* by Dick King-Smith. | Describe a forest scene from *‘Hansel and Gretel’* by Anthony Browne. | Describe the appearance, character and actions of Miss Trunchbull from Roald Dahl’s ‘Matilda’. | Write a non-chronological report all about endangered animals |
| Additional units | Recount – *Based on residential* | Diary entry | Poetry |
| **Year 4** | **Scene Description** | **Newspaper Article** | **Narrative Writing (Myths and Legends)** | **Non-Chronological Report** | **Letters** | **Narrative (Suspense)**  |
| Big Question | **How do we bring story worlds into sharp focus?** | **How do the public like their news to be presented to them?** | **How do we bring new life into old stories?** | **How can we teach others with our writing?** | **Would you send the same letter to your boss and a friend?** | **How do I keep my reader on the edge of their seat?** |
| Unit Outcome | Write a description of the secret caverns leading to Robin’s hideout from Maid Marian’s perspective | Write a newspaper report about the wolf’s attack on Grandma’s house in the story of Little Red Riding Hood | Create their own retelling of the myth of Midas’ Touch. | Write own non-chronological report on Mars, looking into the planet itself, mankind’s interest in it over history, and the Perseverance mission. | Write a formal letter to BBC news station from the PoV of Hogarth (‘The Iron Man’ by Ted Hughes) informing them of the Iron Man’s arrival and capture | Write their own story of “Mikey at the Cinema”, telling of a child who fell asleep and became trapped in a cinema after closing. |
| Additional units | Diary entry – *personal experiences* | Presentation – *all about planet Mars* | Poetry – *haikus, concrete, nonsense and performance poetry* |
| **Year 5** | **Narrative** | **Non-Chronological Report** | **Descriptive Writing** | **Biography** | **Diary Entry** | **Persuasive Letter** |
| Big Question | **What makes Kipling’s fables such effective bedtime stories?** | **How does the organisation and layout of an information text help the reader to find information?**  | **How can we ‘paint a picture’ using words?** | **How can we ‘bring a person to life’ through our writing?** | **How can a fictional diary be used to show events from a character’s perspective?** | **What persuasive techniques can we employ to help improve our local area?** |
| Unit Outcome | Create their own fable in the style of Rudyard Kipling’s ‘*Just So Stories’.* | Research and write a report all about the country of Iceland. | Write a description of a scene from ‘Road’s End’. | Write a biography of the astronaut Mae Jemison. | Write an emotive diary entry from the perspective of ‘Bess’ from Alfred Noyes’ narrative poem *‘The Highwayman’*. | Write a letter to the Mayor of Manchester to persuade them to make changes to improve our local area. |
| Additional units | Recount – *Residential*  | Balanced discussion - *Topical* | Poetry – ‘*The Highwayman’ (and other narrative poetry)* |
| **Year 6** | **Narrative** | **Diaries** | **Information Text** | **Dialogue** | **Debate** | **Setting Description** |
| Big Question | **How can I use a range of sentence structures to enable my narrative to flow effectively?** | **For whom exactly are diaries written?** | **How can I create an information text that is both informative and engaging?** | **How can dialogue develop character and advance a narrative’s action?** | **Point of Information! How can my words show what I believe and feel strongly about?** | **How can imagery be used to create a vivid picture for the audience?** |
| Unit Outcome | Write a chapter for the book ‘Rooftoppers’ by Katherine Rundell  | Create a diary entry from the perspective of ‘Sophie’, the protagonist from ‘Rooftoppers’ by Katherine Rundell | Inventing and writing an encyclopaedia /information text entry for a made-up dragon species | Write a story chapter where their own made-up character meets the protagonist August from the book ‘Wonder’ by RJ Palacio | Write a speech from a debate (either for the proposition or opposition side) using ‘Debate Mate’ PEEL paragraph skills | Write a description of a setting of their own choice using a range of figurative language skills.  |
| Additional units | Poetry – *War poems* | Character description – *Own character from ‘Wonder’* | Letter of complaint - *Topical* |