



## Carr Hill Community Primary School English Genre Overview

### Year 1 Cycle 1

Autumn		Spring		Summer	
Amazing Me	Flames & Fireworks	Globe Trotters	House and Homes	All Creatures Great & Small	The Seaside
<b>Fiction</b>					
<b>Descriptive Sentences</b> My Hair by Hannah Lee Final Writing Outcome: Writing about myself  <b>Adventure Stories</b> • I want my Hat Back by Jon Klassen Final Writing Outcome: Writing description of a new hat for story	<b>Traditional Tales</b> • The Three Little Pigs  Final Writing Outcome: Writing own version of the story	<b>Stories with Familiar Settings</b> • What Made Tiddalick Laugh  Final Writing Outcome: To write a retelling of the traditional tale	<b>Adventure Story</b> • The Lonely Beast by Chris Judge  Final Writing Outcome: To write about the Lonely Beast's journey	<b>Stories set in familiar settings</b> • The Bear and the Piano by David Litchfield Final Writing Outcome: To be able to write a postcard to Bear persuading him to come home  • Alans Big Scary Teeth by Jarvis Final Writing Outcome:	<b>Stories set in familiar settings</b> • Lighthouse Keeper Lunch by David Armitage Final Writing Outcome: Writing a setting description • Clean Up by Nathan Bryon Final Writing Outcome: Writing a character description of Rocket
<b>Non- Fiction</b>					
<b>Labels and Captions</b> • I want my Hat Back by Jon Klassen My Hat Catalogue  Final writing outcome: Write labels and sentences- linked to I Want My Hat Back	<b>Chronological Report-Recount</b> • Vlad and The Great Fire of London by Kate Cunningham Final Writing Outcome: Writing a diary entry of events	<b>Instructions</b> • Chapatti Moon by Pippa Goodhart Final Writing Outcome: To write set of instructions about how to make chapattis	<b>Recount</b> • Beamish Visit  Final Writing Outcome: Write a first-person recount using time connectives to sequence the passage of time and past tense verbs	<b>Non- Chronological Report-Leaflet</b> • Yucky Worms by Vivian French  Final Writing Outcome: To write a leaflet about Worms	<b>Recount</b> • By the Seaside by Honor Head Final Writing Outcome: Write a first-person recount using time connectives to sequence the passage of time and past tense verbs
<b>Poetry</b>					
Poetry Form: <a href="#">Acrostics</a>		Poet Study: <a href="#">Jane Newberry</a>		Critical Review: <a href="#">Clare Bevan</a>	



## Carr Hill Community Primary School English Genre Overview

### Year I Cycle 2

Autumn		Spring		Summer	
Terrific Toys	Winter Wonderland	A Village in Africa	Castles & Turrets	Plants	Active Me
<b>Fiction</b>					
<b>Stories with Familiar Settings</b> • Dogger by Shirley Hughes Final writing outcome: To write about their favourite toys  <b>Character Description</b> • Traction Man by Mini Grey Final writing outcome: To write a character description of Traction Man	<b>Character Description</b> • Lost and Found by Oliver Jeffers Final writing outcome: To write a character description	<b>Stories from a different culture</b> • Handa's Surprise/ Hen by Eileen Browne Final writing outcome: Writing our own version. Changing animals in the story	<b>Fantasy Stories</b> • George and the Dragon by Chris Wormell Final writing outcome: Write a fantasy story based on the story 'George and the Dragon'  <b>Letter Writing</b> The Dragon Post by Emma Yarlett Final writing outcome: To write a letter about the dragon	<b>Traditional Fairy Tales</b> • The Little Red Hen by Ronne Randall  Final writing outcome: Write about the same characters with a different plot: Little Red hen grows a different food type	<b>Stories with Familiar Settings</b> • Grandad's Island – Benji Davis Final writing outcome: Write an adventure story with the two main characters demonstrating the adventures they had on the island.
<b>Non- Fiction</b>					
<b>Instructions</b> • Billy the Beast by Nadia Shireen Final writing outcome: To write a set of instructions to make soup	<b>Non-Chronological Report</b> • Penguins by Froglet Learners And/or • Polar Bears by Laura Marsh • The Polar Bear by Jenni Desmond Final writing outcome: Produce an informational piece about an animal.	<b>Chronological Report -Biography</b> • Rosa Parks by Lisbeth Kasier or • Harriet Tubman by Isabel Sanchez Vegara Final writing outcome: To be able to write about the life events of an influential person	<b>Recount</b> • Our Visit to Newcastle Keep Final Writing Outcome: Write a first-person recount using time connectives to sequence the passage of time and past tense verbs	<b>Explanation</b> • Grow your own potatoes by Helen Lanz Final writing outcome: To create a flow diagram with captions	<b>Non- Chronological Report</b> • Paddington's Guide to London- A bears Eye view by Michael Bond • Katie in London by James Mayhew • A Walk in London by Salvatore Rubbino Final writing outcome: To create a London tourist guide
<b>Poetry</b>					
Poetry Form- <a href="#">List poems</a>		Poet study: <a href="#">Marilyn Singer</a>		Critical Review- <a href="#">Somewhere by Walter Del La Mare</a>	



### Carr Hill Community Primary School

### English Genre Overview

#### Year 3 & 4: Cycle 1

Autumn		Spring		Summer	
Dazzling Smiles	Exploring Islam	Volcanos	WW2- Evacuees	Human Life	Romans
<b>Fiction</b>					
<b>Stories with historical contexts</b> <ul style="list-style-type: none"> <li>• <a href="#">Stone Age Boy</a> by Satoshi Kitamura</li> </ul> <i>Final Writing Outcome:</i> Use a familiar story as a model to write a new story.	<b>Stories from different cultures</b> <ul style="list-style-type: none"> <li>• <a href="#">Malala's Magic Pencil</a> by Mala Yousafzai</li> <li>• <a href="#">The Proudest Blue</a> by ibithaj Muhammad</li> </ul> <i>Final Writing Outcome:</i> Writing a diary based on Mala's experiences	<b>Stories with historical context</b> <ul style="list-style-type: none"> <li>• <a href="#">Escape from Pompeii</a> Christina Balit</li> </ul> <i>Final writing outcome:</i> Longer 3-part narrative from the perspective of main character	<b>Stories with historical contexts</b> <ul style="list-style-type: none"> <li>• <a href="#">The Lion and the Unicorn</a> by Shirley Hughes</li> </ul> <i>Final Writing Outcome: To write a letter to dad based on events in the story</i>	<b>Traditional Tale/Fable</b> <ul style="list-style-type: none"> <li>• <a href="#">Little Red Riding Hood, The Wolf, Grandma and the Woodcutter</a> By John Fidler</li> </ul> <i>Final Writing Outcome</i> To write a familiar tale from a different perspective	<b>Stories based on familiar characters</b> <ul style="list-style-type: none"> <li>• <a href="#">Into the Forest</a> by Anthony Browne</li> </ul> <i>Final Writing Outcome</i> Use a story with familiar characters as a model to write a new ending for the story
<b>Non- Fiction</b>					
<b>Instructions</b> <ul style="list-style-type: none"> <li>• <a href="#">How to Bath a Woolly Mammoth</a> by Michelle Robinson &amp; Kate Hindley</li> </ul> <i>Final Writing Outcome:</i> To write a set of instructions on how to wash a woolly mammoth	<b>Chronological Report- Recount</b> <ul style="list-style-type: none"> <li>• <a href="#">In my Mosque</a> by M.O Yuksel</li> </ul> <i>Final Writing Outcome:</i> Writing a report about what it is like inside a mosque (link to class visit to the local mosque)	<b>Report-Fact file</b> <ul style="list-style-type: none"> <li>• <a href="#">Volcanoes</a> by Nick Pearce</li> </ul> <i>Final writing outcome:</i> To create a fact file about volcanoes linked to Geography work	<b>Persuasion</b> <ul style="list-style-type: none"> <li>• <a href="#">How to help Hedgehogs and protect Polar Bears</a> by Jess French</li> </ul> <i>Final Writing outcome: Create a leaflet to persuade people to take actions to help hedgehogs</i>	<b>Explanation Text</b> <ul style="list-style-type: none"> <li>• <a href="#">Life on Earth-Human Body</a> by Heather Alexander</li> </ul>	<b>Recount</b> <ul style="list-style-type: none"> <li>• <a href="#">So, you think You've Got it Bad? A Kids life in Ancient Rome</a> by Cahe Strathie</li> </ul> <i>Final writing outcome: To write a recount about a kid's life in Ancient Rome</i>
<b>Poetry</b>					
<i>Critical Review- <a href="#">Overheard on a Saltmarsh</a></i>		Poet Study: <a href="#">Joseph Coelho</a>		Poetry Form: <a href="#">Kennings</a>	



### Carr Hill Community Primary School

### English Genre Overview

#### Year 3 & 4 : Cycle 2

Autumn		Spring		Summer	
Anglo Saxons	Railways	Africa	Egyptians	Plants	Bridges
<b>Fiction</b>					
<b>Suspense Writing</b> <ul style="list-style-type: none"> <li>• <a href="#">After the Fall</a> by Dan Santat</li> </ul> <i>Final Writing Outcome:</i> To be able to write own version of the story using vocabulary to build suspense	<b>Narrative- Diary Writing</b> <ul style="list-style-type: none"> <li>• <a href="#">The Tin Forest</a> by Helen Ward</li> </ul> <i>Final Writing Outcome: To write a diary from the old man's perspective</i>	<b>Narrative- Letter Writing</b> <ul style="list-style-type: none"> <li>• <a href="#">Letters To Africa</a> by Ifeoma Onyefulu and/or</li> <li>• <a href="#">Meerkat Mail</a> by Emily Gravett</li> </ul> <i>Final Writing Outcome:</i> <i>To write a letter</i>	<b>Stories with Historical Contexts</b> <ul style="list-style-type: none"> <li>• <a href="#">Egyptian Cinderella</a> by Shirley Climo</li> </ul> <b>Final Writing outcome: Create a concluding part to the original story</b>	<b>Fairy Stories</b> <ul style="list-style-type: none"> <li>• <a href="#">The Happy Prince from the fairy tale by Oscar Wilde</a> by Jane Ray</li> </ul> <i>Final Writing Outcome:</i> To write a setting description of the story	<b>Mystery Story</b> <ul style="list-style-type: none"> <li>• <a href="#">The Tunnel</a> by Anthony Browne</li> </ul> <i>Final Writing Outcome:</i> To create a new ending for the story
<b>Non- Fiction</b>					
<b>Instructions</b> <ul style="list-style-type: none"> <li>• <a href="#">The Worries</a> by Jion Sheibani</li> </ul> <i>Final Writing Outcome: To create a set of instruction for 'self -care'</i> <b>Persuasion</b> <i>Final Writing Outcome: To create a poster to help enlist soldiers to the Anglo-Saxon army</i>	<b>Instructions</b> <ul style="list-style-type: none"> <li>• <a href="#">Monsters An Owners Guide</a> By Johnathan Emmett</li> </ul> <i>Final Writing Outcome: To create a set of instructions about how to care for a monster</i>	<b>Non- Chronological Report Kenya</b> <ul style="list-style-type: none"> <li>• <a href="#">Journey Through Kenya</a> by Liz Gogerly &amp; Rob Hunt</li> </ul> <b>Mentor Text ( Hook)</b> <ul style="list-style-type: none"> <li>• <a href="#">Mama Panya's Pancakes</a> by Mary &amp; Rich Chamberlin</li> </ul>	<b>Recount</b> <ul style="list-style-type: none"> <li>• <a href="#">The Story of Tutankhamun</a> by Patricia Cleveland-Peck</li> </ul> <i>Final Writing Outcome: To write a recount of Howard Carters discovery of Tutankhamun</i>	<b>Discussion/ Chronological Report- Biography</b> <ul style="list-style-type: none"> <li>• <a href="#">The Extraordinary Life of Malala Yousafzai</a> by Hiba Noor Khan</li> </ul> <i>Final Writing Outcome:</i> Writing a biography about Malaya Yousafzai	<b>Report- Leaflet</b> <ul style="list-style-type: none"> <li>• <a href="#">Internet research based</a></li> </ul> <i>Final Writing Outcome: To create a leaflet for visitors to Newcastle/ Gateshead about our bridges.</i>
<b>Poetry</b>					
Poetry Form- <a href="#">Limericks</a>		<i>Critical Review- <a href="#">The Lion and Albert</a> by Marriott Edgar</i> <a href="#">Lion</a> by Ann Bonner		Poet Study: <a href="#">Jack Prelutsky</a>	



### Carr Hill Community Primary School

### English Genre Overview

#### Year 5/6- Cycle 1

Autumn		Spring		Summer	
Fabulous Food	Hinduism	Journey To Space	WW1 The life of a soldier	Plants	Greeks
<b>Fiction</b>					
Narrative- informal letters • <a href="#">A letter to my Future self ( Lucy Bronze letter)</a> Final Writing Outcome: Write a letter to my future self based on values, aspirations and dreams	Narrative -Myths stories form other cultures • <a href="#">The Hindu Creation Story</a> Final Writing outcome: To write a narrative retelling of the creation story	Mystery Narrative • <a href="#">The Nowhere Emporium by Ross McKenzie</a> Final Writing outcome: Using short extracts	• <a href="#">Stubby by Michael Foreman</a> Final Writing outcome: To write a diary entry (first person)	Narrative- Creating dialogue • <a href="#">The Last Bear by Hannah Gold</a> Final Writing outcome: To write a setting description and creating dialogue between characters	Narrative writing – from a character’s perspective • <a href="#">Greek Myths by Marcia Williams</a> Final Writing outcome: To retell the story form a character’s perspective
<b>Non- Fiction</b>					
<b>Persuasion</b> • <a href="#">World Breads by Paul Gayler</a> Final Writing outcome: To write a leaflet/poster to persuade people to buy their bread product	<b>Formal Letters</b> • <a href="#">Hidden Figures by Margot Lee Shetterly</a> Final Writing outcome: To write a formal letter	<b>Report- Biography</b> • <a href="#">Walter Tull’s Scrapbook by Michaela Morgan</a> Final Writing outcome: To write a biographical report about the life and achievements of Walter Tull	<b>Journalistic writing</b> • <a href="#">The Great Book of Olympic Games by Veruska Motta</a> Final Writing outcome: To write a recount about how the first Olympics began		
<b>Poetry</b>					
Poetry Form : <a href="#">Shape/ concrete Poems</a>		Poet Study: <a href="#">Matt Goodfellow</a>		Critical Review: <a href="#">The River by Valerie Bloom</a>	



### Carr Hill Community Primary School

### English Genre Overview

#### Year 5/6- Cycle 2

Autumn		Spring		Summer	
Victorians	Mayans	Asia	Vikings	RSE	Sporting Champs
<b>Fiction</b>					
<b>Stories with historical contexts</b> • <a href="#">Street Child by Berlie Doherty</a> Final Writing Outcome: To write a character description	<b>Stories about Migration and Immigration</b> Stories with historical contexts • <a href="#">The Arrival by Shaun Tan</a> or • <a href="#">The Matchbox Diary by Paul Fleischman</a> Final Writing Outcome: To write a narrative based on the journey to America (exploring personification)	<b>Adventure Story</b> • <a href="#">Viking boy by Tony Bradman</a> Final Writing Outcome: To create a narrative form a character’s perspective (Creating dialogue between Gunner and his father)	<b>Mystery Story</b> • <a href="#">Flotsam by David Wiesner</a> Final Writing Outcome: To create a sequel to the story based on the final character in the book		
<b>Non- Fiction</b>					
<b>Persuasion</b> • <a href="#">Street Child by Berlie Doherty</a> Final Writing Outcome: To write a persuasive speech about improving the lives of Victorian children (Dr Barnardo)	<b>Biography/ Journalistic Writing (Choose 1)</b> • <a href="#">Henry’s Freedom Box by Ellen Levine</a> • <a href="#">Yayoi Kusama Covered Everything in Dots and Wasn’t Sorry. by Fausto Gilberti</a> • <a href="#">Six Dots: A Story of Young Louis Braille by Jen Bryant</a> Final Writing Outcome: To write a newspaper article /biography to inform people about the life of .....	<b>Non- Chronological Report</b> • <a href="#">Viking Voyagers by Jack Tite</a> Final Writing Outcome: To write a non-chronological report about the Vikings	<b>Persuasion</b> • <a href="#">Kids Fight Climate Change by Martin Doreby</a> Final Writing Outcome: To create a leaflet to persuade people to reduce waste/plastic use etc.	<b>Recount</b> <b>Internet Research- Phillipe Petit</b> • <a href="#">The Man Who Walked Between the Towers by Mordicai Gerstein</a> Final Writing Outcome: To retell the twin towers walk from the point of view of one of Petit’s friends	
<b>Poetry</b>					
Poetry Form- <a href="#">Cinquains</a>		Critical Review: <a href="#">Refugee by Brian Bilston</a> Mainly about <a href="#">Aliens by Ruth Awolola</a>		Poet Study: <a href="#">Grace Nichols</a>	