

English Coverage Across Hingham Primary School: FICTION

Planning and learning should lead to a quality written outcome. Some have been suggested in the plan below but teachers will adapt and edit this as the year

progresses.

	Topic	Example of a written outcome
Year 1	Stories with predictable phrasing	Write simple sentences using patterned language, words and phrases taken from familiar stories
	Contemporary fiction – stories reflecting children’s own experience	Write a series of sentences to retell events based on personal experience
	Traditional tales – Fairy tales	Write a re-telling of a traditional story
	Poetry	Read, write and perform free verse; recite familiar poems by heart; recite familiar poems by heart; personal responses to poetry
Year 2	Traditional tales - fairy tales	Write a re-telling of a traditional story
	Stories with recurring literary language	Use a familiar story as a model to write a new story.
	Traditional tales – myths	Write a creation myth based on ones read e.g. how the zebra got his stripes.
	Poetry	Read list poems. Write and perform own versions; calligrams; read, write and perform free verse; personal responses to poetry; recite familiar poems by heart
Year 3	Traditional tales – fables	Write a new fable to convey a moral
	Writing and performing a play	Write and perform a play, based on a familiar story
	Traditional Tales – fairy tales (alternative versions)	Write a traditional tale from a key characters perspective.
	Adventure stories	Write an adventure story, focusing on plot.
Year 4	Poetry	Read, write and perform free verse; recite familiar limericks by heart; read and write haiku, tanka and kennings; Research a particular poet; personal responses to poetry; recite familiar poems by heart
	Traditional tales – myths (quests)	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a ‘Wanted’ poster; ‘lonely hearts’ advert; job application); link dialogue to effective characterisation, interweaving speech and action.
	Writing and performing a play	Write and perform a play, based on a familiar story
	Story settings	Write a section of a narrative (or several narratives) focusing on setting

Story/stories with a theme

Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.

DRAFT

	Poetry	Read, write and perform free verse; read and write riddles; Recite some narrative poetry by heart; Read and respond; research a particular poet; personal responses to poetry; recite familiar poems by heart
Year 5	Traditional tales - Legends	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.
	Suspense and mystery	Develop skills of building up atmosphere in writing e.g. passages building up tension
	Fiction from our literary heritage	Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.
	Poetry	Read, write and perform free verse; read and respond to cinquains. Experiment with writing their own; Listen to, read and respond to raps (or songs). Experiment with writing their own; research a particular poet; personal responses to poetry; recite familiar poems by heart
Year 6	Fiction genres	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)
	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere	A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique
	Poetry	Read, write and perform free verse; read and respond to structured monologue; Research a particular poet; personal responses to poetry; recite familiar poems by heart

English Coverage Across Hingham: NON-FICTION

	Topic	Example of a written outcome
Year 1	Recount	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing
	Report	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general
	Instructions	Following a practical experience, write up the instructions for a simple recipe
	Explanations	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
	Labels and captions	Write labels and sentences for an in-class exhibition/ museum display
Year 2	Recount	Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person
	Report	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate
	Instructions	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams
	Explanations	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation Produce a flowchart, ensuring content is clearly sequenced
Year 3	Recount	Write a news/ sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer
	Report	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.
	Instructions	Write and evaluate a range of instructions, including directions e.g. a treasure hunt
	Explanations	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively
	Persuasion	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader
Year 4	Recount	Write a news article based on a field trip, a match or a historical event [Challenge: two contrasting audiences]
	Report	Write own report independently based on notes gathered from several sources

Explanations

Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style

DRAFT

	Persuasion	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing
Year 5	Discussion	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter
	Recount	Compose a biographical account based on research
	Report	Write a report, in the form of an information leaflet, in which two or more subjects are compared
	Instructions	Detailed instructions with clear introduction and conclusion.
	Explanations	Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Link to Science: Development of foetus.
	Persuasion	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes
Year 6	Discussion	Write up a balanced discussion presenting two sides of an argument, following a debate
	Recount	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary
	Report	Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
	Explanations	Links to science PoS reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results
	Persuasion	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness
	Discussion (including debating)	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints

Debating

A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views