

Rose Wood English Curriculum

Year Group	Non-negotiable genres (Narrative and Poetry to be taught every term)	
	Text Types	Key Features
1	<p>Narrative: retelling known stories</p> <p>Poetry: Recite simple poems/stories with repetitive language</p> <p>Layout of Information Texts: Labels, lists and captions</p> <p>Recount: Real-life experiences, own experiences & linked to book characters/topic etc.</p> <p>Instructions: Ordering of, read and follow</p>	<p>Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive and conjunction sentences.</p> <p>Poetry: Simple poems/stories with repetitive language (using the senses)</p> <p>Non-narrative: Labels, lists and captions.</p> <p>Recount: Use of pronoun 'I'; past tense verbs; chronological order; application of sentence types: simple, descriptive and conjunction sentences.</p> <p>Instructions: Sequential order and words; use of simple and conjunction sentences; use of command and verb, read and follow</p>
2	<p>Narrative: retelling familiar stories, write simple narratives based on personal experience</p> <p>Poetry: Write simple poems</p> <p>Recount: Real-life experiences, own experiences</p> <p>Explanations: Simple flow chart or cyclical diagram</p> <p>Instructions: Writing of simple instructions</p>	<p>Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; sentence type application: simple, descriptive, conjunction and some use of speech sentences;</p> <p>Poetry: Simple poems.</p> <p>Recount: Use of pronoun 'I'; past tense verbs; chronological order; use of simple, descriptive and conjunction sentences.</p> <p>Explanations: Factual, past tense, headings/subheadings/topic words (tech Lang), use of bullet points.</p> <p>Instructions: Sequential order & words; use of simple and conjunction sentences; use of command/imperative verbs; simple title 'How to...'</p>
3	<p>Longer narrative: creating settings, characters and developing plot</p> <p>Play scripts: reading of</p> <p>Poetry: Simple poems (the power of imagery)</p> <p>Information Texts: Non-chronological reports- analyse a number of reports and note their function and typical language features</p> <p>Recounts: writing about real events.</p>	<p>Narrative: Use of past tense; beginning, middle and end paragraphs; use of characters and setting; application of sentence types: simple, descriptive, conjunction and some use of speech sentences; use of extra information sentences, list sentences.</p> <p>Play scripts (reading of): present tense; 1st person; stage directions; use of colon; speaker's name before lines.</p> <p>Poetry: Simple poems (the power of imagery)</p> <p>Information texts (reports): Factual, past tense, headings/subheadings/topic words (tech Lang). Use of BOYS sentences, extra information sentences. Plan with a spider diagram</p> <p>Recount: Use of pronoun 'I'; past tense verbs; chronological order; opening statement to orientate reader; closing statement; application of sentence types: use of simple, descriptive and conjunction sentences.</p>
4	<p>Longer narrative: creating settings, characters and developing plot</p> <p>Play scripts: writing of</p> <p>Poetry: reading and writing poetry for pleasure.</p> <p>Recounts: newspapers/magazines (recount real and imaginary events)</p> <p>Instructions: Evaluate sets of instructions for purpose, organisation, clarity and usefulness, write a set of instructions, revise and try them again</p>	<p>Narrative: Use of past tense; beginning, middle and end; use of characters and setting; application of a range of different appropriate sentence types. Use of more specific and accurate punctuation within speech sentences: comma after the reported clause</p> <p>Play scripts (writing of): present tense; 1st person; stage directions; use of colon; speaker's name before lines.</p> <p>Poetry: reading and writing poetry for pleasure.</p>

	<p>Persuasive texts: reading/writing of: persuasive adverts</p>	<p>Recount (Newspapers): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.</p> <p>Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to...'</p> <p>Persuasive texts: emotive language (Adverts: eye-catching); Evaluate adverts for impact appeal and honesty, present a viewpoint orally and in writing, explore the use of connectives</p>
5	<p>Longer narrative: creating mood and atmosphere</p> <p>Poetry: poetic style, classic narrative poems.</p> <p>Recounts: newspapers/magazines (recount real and imaginary events)</p> <p>Persuasive texts: reading/writing of: persuasive letters and constructing an argument</p> <p>Information Texts: Non-chronological reports- where two or more subjects are compared</p>	<p>Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move story forwards. Use of more specific and accurate punctuation within speech sentences</p> <p>Poetry: poetic style, classic narrative poems.</p> <p>Recount (Newspapers): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.</p> <p>Persuasive texts: (inc letters) emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes, opening statement; arguments-often in the form of points plus elaboration.</p> <p>Information texts: Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences etc.</p>
6	<p>Longer narrative: Write a range of fiction genres</p> <p>Poetry: The power of imagery, finding a voice, reading and writing poetry for pleasure.</p> <p>Recounts: Journalistic writing</p> <p>Persuasive texts: adverts and arguments including formal argument and whole class debate</p> <p>Explanations: plan, compose, edit and refine explanatory texts</p> <p>Biography & autobiography: writing of</p>	<p>Narrative: Recognise that narrative structure can be adapted and events revealed in different ways, e.g. stories within stories, flashbacks, and revelations. Develop characterisation and setting using figurative language; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move a story forwards.</p> <p>Poetry: The power of imagery, finding a voice, reading and writing poetry for pleasure.</p> <p>Recount (journalistic): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.</p> <p>Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching). Opening statement; arguments-often in the form of points plus elaboration. Investigate conditionals</p> <p>Explanations: complex sentences, passive voice, technical vocabulary causal or temporal connectives, impersonal style, hypothetical language (if, then, might)</p> <p>Biography/ Autobiography: intro, significant events ordered chronologically, closing statements, past tense, 1st person (3rd person biography) feelings, connectives, anecdotal style, descriptive and imaginative details</p>