

# The Ocklynge Y3 English Curriculum



Key: Blue = Picture Books

Black = Non Fiction

Red = Chapter books for daily reading

Purple = extracts

Green = Poetry

Orange = Film

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Core Texts</b>	<p>The Lost Happy Endings by Carol Ann Duffy and Jane Ray</p> <p>Revolting Rhymes by Roald Dahl</p>	<p>Voices in the Park by Anthony Brown</p> <p>Lost Species by Jess French</p> <p>Poetry Pie by Roger McGough</p>	<p>Leon and the place Between by Angela McCallister</p> <p>The Lion the Witch and the Wardrobe by CS Lewis (opening extract)</p> <p>Elf Road by Pie Corbett (opening extract)</p> <p>The Door Miroslav Holub</p>	<p>Escape from Pompeii by Christina Balit</p> <p>Journey to the River Sea by Eva Ibbotson (market extract)</p>	<p>Milo Imagines the World</p> <p>The City of My Birth by Karl Nova</p> <p>This is the City by Kathy Henderson</p> <p>Look at the Train by Kathy Henderson</p> <p>Judge Me by Matt Goodfellow</p>	<p>The Promise by Nicola Davies</p>
<b>NC Skills to be learned</b>	<p>Increasing familiarity with a wide range of books, including fairy stories.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Identify a clause.</p> <p>Identify nouns, verbs, adjectives and adverbs.</p> <p>Use a range of adverbs to create a variety of sentence openings.</p> <p>Use single clause sentences.</p> <p>Identify and use present and past tense.</p> <p>Use full stops, question marks and exclamation marks.</p>	<ul style="list-style-type: none"> <li>•Synonyms for bad (awful, diabolical etc.)</li> <li>•Subordinate conjunctions</li> <li>•How to structure a letter using paragraphs, address, salutation, paragraphs etc.</li> <li>•Inverted commas to punctuate direct speech</li> <li>•Accurate use of exclamation marks/ question marks etc.</li> <li>•Conjunctions to extend sentence</li> <li>•Create characters for narrative.</li> <li>•Consider how language contributes to meaning.</li> <li>•Use paragraphs to organize ideas.</li> <li>•Use a dictionary.</li> <li>•Synonyms &amp; pronouns to avoid repetition.</li> <li>•Use adverbs e.g. sadly, unfortunately, tragically.</li> <li>•Expanded noun phrases for description.</li> </ul> <p>Use of determiners a/an</p> <p>Use of expanded noun phrases</p>	<p>Onomatopoeia</p> <p>5 senses</p> <p>nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Alliteration</p> <p>Juxtaposition</p> <p>Apostrophe's for possession.</p> <p>Verbs</p> <p>Synonyms for shake/look e.g. trembled, peered etc.</p> <p>Show-Not -Tell</p> <p>Subordinate conjunctions.</p> <p>Alliteration</p> <p>Noun phrases</p> <p>Prepositional Phrases</p> <p>Instructions</p> <p>Organisation/ structure</p> <p>introduction</p> <p>Imperatives</p> <p>Adverbs of time</p> <p>Headings</p> <p>Subheadings</p> <p>Paragraphs</p>	<p>Noun phrases for description</p> <p>Prepositional phrases for description.</p> <p>Commas for lists (of adjectives)</p> <p>Commas for fronted prepositional phrases.</p> <p>Figurative language</p> <p>Onomatopoeia, alliteration</p> <p>Powerful verbs.</p> <p>Short sentences for action.</p> <p>Rhetorical questions.</p> <p>Pathetic fallacy and foreshadowing</p> <p>Pathetic Fallacy</p> <p>Inverted commas for dialogue</p> <p>New speaker, new line.</p> <p>Show-not-tell</p> <p>Adverbs</p>	<p>noun phrase</p> <p>verb</p> <p>adjective.</p> <p>metaphor</p> <p>simile</p> <p>Assonance</p> <p>Similes</p> <p>imagery</p> <p>free verse</p> <p>rhyme</p> <p>rhythm</p> <p>meter</p> <p>onomatopoeia</p> <p>repetition</p> <p>alliteration</p> <p>Metaphors</p> <p>Draw inferences and justify with evidence.</p> <p>Prepare poems to read aloud.</p> <p>Use stanzas and line breaks.</p>	

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		Using conjunctions and prepositions to extend sentences.				
Writing tasks	<p>Writing to entertain: Children write an alternative version of a fairy tale.</p> <p>Writing to entertain: Children write an alternative ending to The Lost Happy Endings.</p> <p>Writing to persuade: An information and fundraising leaflet to persuade people to plant trees or donate money for trees (The Eastbourne Green Canopy).</p>	<p>Writing to entertain: fictional narrative (in role as fifth voice from Voices in the Park)</p> <p>Writing to persuade: letter to the council about how to improve the park (following trip to park).</p> <p>Writing to entertain: Writing in role or informal letter (apostrophes for contractions).</p> <p>Writing to inform – Non chronological report about made up prehistoric animal.</p>	<p>Writing to entertain: Create atmosphere loud/ quiet.</p> <p>Writing to entertain: portal stories.</p> <p>Writing to instruct: Magic trick instructions.</p> <p>Writing to entertain: Children write a poem in the style of The Door by Miroslav Holub.</p>	<p>Writing to entertain: Making a place seem nice/nasty</p> <p>Writing to entertain: Disaster story using Escape from Pompeii as an example.</p> <p>Writing to instruct/inform: Instructions for a Roman Game.</p>	<p>Writing to entertain: Write an alternative opening to the story before reading.</p> <p>Writing to inform: Letter in role as mother.</p>	<p>Writing to entertain: narrative prose between two characters with dialogue (between old lady and her friend).</p> <p>Writing to entertain: writing in role as the girl.</p> <p>Writing to Inform Environmental impact (Earth from space).</p> <p>Writing to persuade: looking after the environment.</p>
Experiences	Trip to the woods to find Fairy tale related objects	Trip to the local park	<p>Find a door which has 'magically' appeared in the school.</p> <p>Children learn a magic trick</p>	Five senses word gathering Sights, sounds, smells of a market		<p>Planting herbs and selling things.</p> <p>Make flower pressings etc</p> <p>Making Breadsticks</p>

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Class Reader	Rumaysa a Fairytale by Radiya Hafiza	Fortunately the Milk by Neil Gaiman	The BFG by Roald Dahl.	The BFG by Roald Dahl.	The Miraculous Journey of Edward Tulane by Kate Di'Camillo	Charlotte's Web by E B White
Non-fiction texts to support writing	The Queen's Green Canopy Bees	Letter to the council about the state of the park. Lost Species by Jess French	Magic Trick instructions		Black and British by David Olusuga	The Everyday Journey of Ordinary Things by Libby Deutch Until I met Dudley by Roger McGough
Poetry	Roald Dahl's Revolting Rhymes	Poetry Pie by Roger McGough		The Magical Door	The City of My Birth by Karl Nova This is the City by Kathy Henderson Look at the Train by Kathy Henderson	Seasons by Christina Rosetti Adder, Bluebell, Lobster wild Poems by Chrissie Gittins The Lost Words by Robert MacFarlane and Jackie Morris
Speaking and listening	Retell fairy tales orally Poetry recital for National Poetry Day	Reading performance of two contrasting voices from the core texts (using different registers) Drama working in role as different characters.	Drama work to build towards market description Perform Market Poems		Pair work presentation about the Windrush generation	Perform a poem

# The Ocklynge Y4 English Curriculum



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Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Core Texts</b>	<p>The Wild Robot by Peter Brown</p>	<p>Beowulf by Rob Lloyd Jones</p> <p>Viking Boy</p>	<p>The Girl who stole an Elephant by Nizraha Farook</p>	<p>The Boy at the Back of the Class by Onjali Rauf</p>	<p>The Lost Words by Robert Macfarlane and Jackie Morris</p> <p>Can we Save the Tiger?</p> <p>Just So Stories by Rudyard Kipling</p>	<p>Varmints by Helen Ward</p> <p>The Vanishing Rainforest by Richard Platt</p> <p>The Rabbits by Shaun Tan</p> <p>Varmints film</p>
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>*Adjectives – using synonyms</li> <li>*Verbs – Using synonyms</li> <li>*Repetition for effect</li> <li>*Adverbs of addition</li> <li>*Structure a formal argument</li> <li>*Speech</li> <li>*Retrieval</li> <li>*Inference</li> <li>*Noun phrases</li> <li>*Nouns</li> <li>*Metaphors</li> <li>*Similes</li> <li>*Expanded noun phrases</li> <li>*Prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>*Nouns and adjectives</li> <li>*Identify verbs and noun phrases.</li> <li>*Reading fluency and inferring from the Beowulf text.</li> <li>*Writing simple and multi-clause sentences.</li> <li>*Reading into writing and imbedded grammar.</li> </ul>	<ul style="list-style-type: none"> <li>*Expanding sentences with: range of conjunctions</li> <li>fronted adverbials</li> <li>commas for fronted adverbials</li> <li>paragraphs</li> <li>expanded noun-phrases</li> <li>*persuasive devices and conjunctions</li> <li>*features of play scripts</li> <li>*Editing and proof-reading</li> </ul>	<ul style="list-style-type: none"> <li>*Plan writing by identifying the audience and the purpose of the writing.</li> <li>*Note and develop initial ideas, drawing on reading and research.</li> <li>*Select and use appropriate vocabulary and grammar.</li> <li>*Structure a formal letter.</li> <li>*Use persuasive devices.</li> <li>*Structure a news report.</li> <li>*Perform a news report to an audience.</li> <li>*Retrieve information from a text.</li> <li>*Make notes.</li> <li>*Plan writing.</li> <li>*Identify and use the key features of a non-chronological report.</li> <li>*Use paragraphs.</li> <li>*Compare and contrast poems on a theme.</li> <li>*Write a poem based on the structure of a read model.</li> </ul>		

# The Ocklynge Y4 English Curriculum



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				*Discuss poems, expressing opinions and ideas about the language used.		
Writing tasks	<p>Writing to entertain: story opening 'calm to chaos.'</p> <p>Writing to discuss: balanced argument about the Pros and cons of AI.</p> <p>Writing to entertain: character description of the animal.</p> <p>Writing to entertain: robot speech.</p> <p>Writing to inform: children create their own robot or island and write a non-chron.</p>	<p>Writing to entertain: To be able to write a fight scene, based on the text 'Beowulf.'</p> <p>To be able to read and perform poetry, thinking about tone and vocabulary.</p>	<p>Writing to persuade: Letter to book character to persuade them to come to Eastbourne.</p> <p>Writing to entertain: Write a play script based upon a scene in the story.</p> <p>Writing to entertain: Descriptive writing about one of the settings in the story.</p>	<p>Writing to Persuade: Letter to Ocklynge parents persuading them to donate to a local refugee charity.</p> <p>Writing to Inform: Write 'Newsround' style report on 'Top Tips' for starting school at Ocklynge.</p> <p>Writing to Inform: Non-chronological double page spread about bullying.</p> <p>Writing to entertain: Compare and contrast poems on the theme of 'home'.</p>	<p>Writing to entertain: poems about nature. (Week 1)</p> <p>Writing to entertain: Write a fable in the style of Rudyard Kipling. (Week 2 &amp; 3)</p> <p>Writing to persuade: Save the tigers/rhinos etc.</p>	<p>Writing to argue: should some places remain unchanged?</p> <p>Writing to entertain: a utopia destroyed story (following structure of Varmints)</p>
Class reader	<p>Cinnamon by Neil Gaiman</p> <p>Cloud Tea Monkeys by Mal and Elspeth Peet</p> <p>The Snow Leopard by Jackie Morris</p> <p>Tourist brochure for Sri Lanka</p> <p>Non-chronological report:</p>	<p>Beowulf by Michael Morpurgo</p> <p>Beowulf by Kevin Corssly Holand</p> <p>Beowulf (extracts) by Seamus Heaney</p>		<p>The Iron Man by Ted Hughes</p> <p>The Robot and the Bluebird by David Lucas</p> <p>Nature documentary transcripts (e.g. Blue Planet or similar)</p>	<p>The Blue Planet by Andri Magnuson</p>	<p>The Legend of Podkin One Ear by Kieran Larwood</p>

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	information text about elephants					
Non-fiction to support the writing			Episodes / interviews on Newsround		Can we Save the Tiger? by Martin Jenkins	
Poetry	Tiger, Tiger Burning Bright by William Blake		On the Move Michael Rosen		The Eagle by Alfred Lord Tennyson  The Daffodils by William Wordsworth	
Speaking and listening	Nature documentary script – write and perform		Write and perform interview with Ahmet (style of Newsround)	Group learning and performance of either: a) Three witches 'meet again' scene b) Witches' potion extract c) Act 1 Scene 3 (see RSC Primary Toolkit p30) Norns opening of Viking Boy		

# The Ocklynge Y5 English Curriculum



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Green = Poetry Orange= Film

Y 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Text	Wonder by RJ Palacio	The Dam by David Almond and Levi Pinfold	Coming to England by Floella Benjamin	Stormbreaker by Anthony Horowitz	Just So Stories by Rudyard Kipling	Wolf Brother by Michelle Paver
Writing tasks	<p>Writing to inform: Diary entry.</p> <p>Writing to entertain: Character description.</p> <p>Writing to inform and persuade: write a book review about a book of your choice</p>	<p>Writing to Discuss: For/against flooding the Cuckmere.</p> <p>Writing to Persuade: Write a letter to the local MP to persuade them to flood/not flood the Cuckmere.</p>	<p>Writing to inform: Autobiography about their own life (as if they are older).</p> <p>Writing to entertain: Poetry</p>	<p>Writing to entertain: Write their own spy story.</p> <p>Writing to Inform: Invent a gadget and explain what it does and how it works.</p>	<p>Writing to entertain: Write a fable in the style of Rudyard Kipling</p>	<p>Writing to entertain: creating suspense.</p> <p>Writing to entertain: Turn a chapter/scene into a play script.</p>
Class Reader	Wonder by RJ Palacio	The Wind in the Willows by Kenneth Grahame	Coming to England by Floella Benjamin	Stormbreaker by Anthony Horowitz		Wolf Brother by Michelle Paver
Non-fiction Texts	<p>Wonder Book review (see The Guardian, <a href="https://www.theguardian.com/childrens-books-site/2014/feb/02/review-wonder-r-j-palacio-review">https://www.theguardian.com/childrens-books-site/2014/feb/02/review-wonder-r-j-palacio-review</a>)</p>	<p>Space Maps: Your Tour of the Universe by Lara Albanese</p> <p>News reports – Cuckmere flooding</p> <p>Kielder Water and Forest Park website (www.visitkielder.com)</p>	Alex Rider: The Gadgets by Horowitz Anthony			<p>What's So Special about Shakespeare by Michael Rosen</p> <p>Shakespeare Biography: Kids Britannica Website</p>
Poetry		<p>The Listeners by Walter de la Mare</p> <p>The River by Valerie Bloom</p>	Under the Moon and Over the Sea by Jon Agard and Grace Nichols			

Speaking and listening		Debate – for or against flooding the Cuckmere.	Poetry performance (10 things)			Hot seating key characters to support newspaper writing  Performance of witches scene  Shakespeare workshop: the fight scene
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# The Ocklynge Y6 English Curriculum



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Y6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts	<p>The Boy in the Tower by Polly Ho Yen</p> <p>War of the Worlds by HG Wells</p> <p>Mortal Engines by Philip Reeve</p>	<p>Greek Myths: Meet the heroes, gods and monsters of ancient Greece by DK and Jean Menzies</p> <p>Myths and Legends by Anthony Horowitz</p> <p>The Book of Mythical Beasts and magical creatures by DK</p> <p>Fantastic Beasts and Where to Find the by JK Rowling</p> <p>Mythopedia; An encyclopaedia of mythical beasts by Laurence King</p>	<p>Skellig by David Almond</p> <p>Eren by Simon P Clarke (extracts)</p> <p>Coraline by Neil Gaiman</p>	<p>When the Sky Falls by Phil Earle</p> <p>Lion and the Unicorn by Shirley Hughes</p> <p>Erika's Story by Ruth Van der Zaee</p> <p>The Valley of Lost Secrets by Lesley Parr</p> <p>Goodnight Mr Tom by Michelle Magorian</p> <p>Letters from the Lighthouse by Emma Carroll</p>	<p>The Man who Walked Between the Towers by M Gerstein</p> <p>Queen of the Falls by Chris Van Ahlsburg</p> <p>Free Solo - Film by Alex Honnold</p>	<p>Shakespeare</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Tasks</p>	<p>Writing to entertain: Children write a dystopian narrative.</p> <p>Writing to inform: Write a newspaper report about the buildings falling down (passive, present perfect).</p> <p>Writing to complain: As a spectator or a police officer – traumatised by the incident.</p> <p>Writing to inform: News broadcast</p>	<p>Writing to entertain: Write their own quest story based on a Greek myth (the Minotaur).</p> <p>Writing to inform: Invent their own Greek creature and write a fact file.</p> <p>Writing</p>	<p>Writing to entertain Narrative – creating suspense – finding a strange being.</p> <p>Writing to entertain: A Just So story – how the ___ got its ___</p> <p>Writing to discuss: home school vs normal school.</p>	<p>Writing to inform: Evacuee letter home</p> <p>Writing to entertain: Writing in role as Erika’s parents.</p> <p>Writing to discuss: Modern schools are better (or vice versa).</p>	<p>Writing to inform: Letter of complaint (school residential)</p> <p>Writing to inform: Write a newspaper report.</p> <p>Writing to discuss: should people risk their lives for extreme sports (debate).</p> <p>Writing to entertain and inform: children write a narrative about a person who undertakes and extreme stunt.</p>	<p>Writing to inform: Writing the biography of a building (passive Voice).</p> <p>Writing to discuss: should people risk their lives for extreme sports (debate).</p> <p>Writing to entertain and inform: children write a narrative about a person who undertakes and extreme stunt.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Class Reader</p>	<p>The Boy in the Tower by Polly Ho Yen</p>	<p>Who Let the Gods Out?</p>	<p>Skellig by David Almond</p>	<p>When the Sky Falls by Phil Earle</p>	<p>The Boy Who Made Everyone Laugh by Helen Rutter</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-fiction</p>	<p>Newspaper reports about a disaster e.g. floods in Pakistan</p>	<p>Fact File about Greek Gods – Children make up their own Greek god.</p>	<p>Information text about a fictional creature.</p>	<p>News broadcasts</p> <p>Germans in the Woods (Literacy Shed film)</p>	<p>Year 6 – Writing exemplification letter of complaint</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry</p>		<p>The Minotaur by Rachael M Nicholas</p>	<p>The School Boy by William Blake</p> <p>Russian Dolls by Rachel Rooney</p>	<p>I, too by Langston Hughes</p> <p>Caged Bird by Maya Angelou</p>		<p>Poetry for Kids: William Shakespeare – edited by Marguerite Tassi</p>

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Speaking and listening		Learning and performing poetry  Debating skills	Learning and performing poetry Whole class performance		Perform news broadcast	
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