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|  | **East Midlands Academy Trust**  **English Text and Outcome Overview** |  |
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| **Purpose** | **Form** | **Audience** | **Impact** |
| **Narrate** | **How will the talk/writing be structured?** *e.g., letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer’s language choices.* | **Who are we writing for?** *Writers adjust the tone and formality of the writing according to its audience. Authentic audiences lead to more motivated writers.* | **How will the reader feel or what might they do?** *e.g., happy, confused, informed, curious; will they know something new or have changed their opinion?* |
| **Inform/describe** |
| **Explain** |
| **Persuade** |
| **Discuss** |

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| **Guidance:**  Narrative should be taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum or be integrated into a narrative unit.   * The purpose, form and audience can be tweaked to fit the chosen text or outcome. * Where the form is ‘short story’, this could include alternative story endings, innovated stories or stories that continue from those the children have read. * The subject of non-fiction texts can be changed to match any aspect of the broader curriculum. * The impact statement should make sense when preceded by: ‘my reader will…’ |

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|  | **East Midlands Academy Trust**  **English Text and Outcome Overview – Year 1** |  |
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|  | | **Autumn 1** | | | | **Autumn 2** | | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| **Year 1** | **Theme** |  | | | |  | | | |  | |  | |  | | |  | |
| **Into the woods** | | | | **Playtime** | | | | **Let’s go outside!** | | **Land of Adventure** | | **Animal Magic** | | | **A Royal Occasion** | |
| **Narrative** | **1) Traditional tales with predictable phrasing** | | | | **2) Traditional tales with predictable phrasing** | | | | **3) Classic stories which reflect childhood experiences** | | **4) Traditional tales** | | **5) Contemporary animal stories** | | | **6) Stories with royal characters** | |
|  | **To narrate** | | |  | **To narrate** | | |  | **To narrate** |  | **To narrate** |  | **To narrate** | |  | **To narrate** |
|  | oral and written sentences | | |  | a sequence of sentences | | |  | illustrated sentences, retelling the events of a story |  | a retelling of a familiar traditional tale |  | a short story which innovates on one that’s been read | |  | an original short story |
|  | peers | | |  | peers | | |  | school and families (display) |  | peers |  | peers | |  | peers |
|  |  | | |  |  | | |  | be entertained |  | be entertained |  | be entertained | |  | be entertained |
| **Poetry** | **1) Seasonal poetry** | | | | **2) Playground rhymes and songs** | | | |  | | **3) Performance poetry** | | **4) Animal poems** | | |  | |
|  | **to describe** | | |  | **to narrate /** | | **describe** |  |  |  | **to narrate** |  | **to describe** | |  |  |
|  | class recital of a poem | | |  | performance of poems learned by heart | | |  |  |  | Whole class performance of a range of poems on a theme |  | rhyming couplets about animals | |  |  |
|  | school and families | | |  | younger children | | |  |  |  | school an  d families |  | school and families (display) | |  |  |
|  | feel happy, uplifted | | |  | have fun | | |  |  |  | be entertained |  | smile and laugh | |  |  |
| **Non-Fiction** | **1) Information texts (human body)** | | | | **2) Information texts (toys and games)** | | | | **3) Description/report of personal experience** | |  | | **4) Instructions (how to care for an animal)** | | | **5) Information both real and imagined (royalty)** | |
|  | **to inform/** | **explain** | |  | **to inform/** | **explain** | |  | **to narrate** |  |  |  | **to explain** | |  | **to inform/describe** |
|  | captions and labels | | |  | sentences on a topic | | |  | journal/diary |  |  |  | instruction manual | |  | character profile |
|  | peers | | |  | peers | | |  | peers |  |  |  | schools and families (display) | |  | peers |
|  | learn something new about the human body | | |  | learn something new about toys | | |  | understand someone’s experiences |  |  |  | know how to look after an animal | |  | know how to recognise a royal |
|  | | | | | | | | | | | | | | | | | | |
|  | | | | | **East Midlands Academy Trust**  **English Text and Outcome Overview – Year 2** | | | | | | | | | | |  | | |
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|  | | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | | **Summer 2** | | | |
| **Year 2** | **Theme** |  | | |  | | |  | | |  | |  | | |  | | | |
| **Home Sweet Home** | | | **Town and Country** | | | **Anything Grows …** | | | **Fire! Fire!** | | **Worlds Apart** | | | **Fun in the Sun** | | | |
| **Narrative** | **1) Letters and postcards** | | | **2) Traditional tales** | | | **3) Picture books** | | | **4) Alternative traditional tales** | | **5) Stories from a range of cultures** | | | **6) Simple chapter books** | | | |
|  | **To narrate** | **describe** |  | **To narrate** | |  | **To narrate** | |  | **To narrate** |  | **To narrate** | |  | **To narrate** | | |
|  | letter or postcard | |  | retold story | |  | illustrated story | |  | short story |  | short story | |  | chapter story | | |
|  | a story character | |  | a story character | |  | famous author | |  | year 1 |  | peers | |  | year 1 | | |
|  | understand another’s experiences | |  | be entertained | |  | be entertained | |  | be surprised, entertained |  | understand more about other cultures | |  | be entertained | | |
| **Poetry** | **1) Counting/maths poems** | | |  | | | **2) Nature poems** | | |  | | **3) Rhymes and songs from around the world** | | | **4) Seaside Poems** | | | |
|  | **to inform** | |  |  |  |  | **to describe** | |  |  |  | **to narrate** | **describe** |  | **to narrate** | **describe** | |
|  | rhyming poem | |  |  | |  | descriptive, free-verse poem | |  |  |  | rhyming poems (performance) | |  | descriptive poems (free verse) | | |
|  | peers | |  |  | |  | school and families (display) | |  |  |  | school and families | |  | peers | | |
|  | remember number facts | |  |  | |  | imaginea view, image or experience | |  |  |  | imagine the experiences of others | |  | be entertained | | |
| **Non-Fiction** | **1) Instructions (recipes)** | | | **2) Information texts (different types of homes)** | | | **3) Journals (seed growth)** | | | **4) Instructions (safety in the home)** | | **5) Character profiles (famous people)** | | | **6) Descriptions/spotters’ guides** | | | |
|  | **explain** | |  | **to inform/describe** | |  | **to narrate** | **inform** |  | **to explain** |  | **to inform/describe** | |  | **to describe** | | **explain** |
|  | recipe | |  | class information book | |  | plant growth diary/journal | |  | safety information booklet |  | character profile | |  | spotter’s guide | | |
|  | families | |  | visitors to the class/book corner | |  | headteacher | |  | families |  | school and families (display) | |  | peers | | |
|  | know how to cook something | |  | know more about different types of home | |  | understand germination and plant growth | |  | know how to stay safe at home |  | find out about famous people’s lives | |  | identify features and creatures at the seaside | | |

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|  | **East Midlands Academy Trust**  **English Text and Outcome Overview – Year 3** |  |
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|  | | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| **Year 3** | **Theme** |  | |  | | |  | | | | |  | | |  | |
| **Stones and…** | | **Funny Bones** | | | **Disasters** | | | | | **Ancient lands** | | | **The Dark** | |
| **Narrative** | **1) Historical stories (Stone Age)** | | **2) Contemporary, humorous stories** | | | **3) Imagined recounts** | | | **4) Short stories (disaster)** | | **5) Myths (quests)** | | | **6) Chapter stories** | |
|  | **To narrate** |  | **To narrate** | |  | **To narrate** | |  | **To narrate** |  | **To narrate** | **explain** |  | **To narrate** |
|  | short story |  | illustrated story | |  | diary | |  | short story or play |  | illustrated story | |  | chapter story |
|  | peers |  | a famous author | |  | myself | |  | older children or reading buddies |  | visitors to the class/book corner | |  | visitors to the school library |
|  | be entertained |  | laugh | |  | reflect on experiences | |  | be thrilled, excited |  | be entertained | |  | be scared |
| **Poetry** | **1) Free verse** | | **2) Christmas songs** | | | **3) Poetic form (haiku and tanka)** | | | | | **4) Rhyming couplets** | | | **4) Poems on a theme (e.g. feelings)** | |
|  | **to describe** |  | **To narrate** | **describe** |  | **to describe** | | | |  | **to describe** | |  | **to describe** |
|  | free verse poem |  | song (performance) | |  | haikus and tanka | | | |  | rhyming poems or story | |  | free verse or rhyming poems |
|  | peers |  | school/family | |  | headteacher | | | |  | peers | |  | school and families (display) |
|  | be entertained |  | feel joy and happiness | |  | imagine a place or experience | | | |  | be entertained | |  | empathise |
| **Non-Fiction** | **1) Information texts (Stone Age)** | | **2) Fact-files (Dinosaurs and fossils)** | | | **3) Eyewitness accounts (including video and audio recordings)** | | | | | **4) Instructions (Egyptians)** | | | **5) Persuasive language** | |
|  | **to inform/describe** |  | **to inform/describe** | |  | **to narrate** | **inform** | | |  | **to explain** | |  | **to persuade** |
|  | class information book |  | fact-file | |  | imagined eye-witness account of a real event | | | |  | instruction | |  | letter or email |
|  | visitors to the class/book corner |  | school and families (display) | |  | peers | | | |  | an ancient Egyptian | |  | family member |
|  | learn about the stone age |  | know the difference between different dinosaurs | |  | imagine being at a historic event | | | |  | know how to embalm a body or other ancient rituals | |  | change their mind |

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|  | **East Midlands Academy Trust**  **English Text and Outcome Overview – Year 4** |  |
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|  | | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| **Year 4** | **Theme** |  | | |  | |  | | | | |  | | |  | |
| **World of Sport** | | | **What’s Eating You?** | | **Keen to be Green** | | | | | **Eureka!** | | | **Diversity** | |
| **Narrative** | **1) Fables (Aesop)** | | | **2) Illustrated stories/picture** **books involving predators** | | **3) Short stories with a moral message (modern fables)** | | | **4) Adventure stories** | | **5) Biography (real or imagined)** | | | **6) Chapter stories** | |
|  | **To narrate** | **persuade** |  | **To narrate** |  | **To narrate** | **explain** |  | **To narrate** |  | **To narrate** | **inform** |  | **To narrate** |
|  | Fable | |  | illustrated story |  | short story or play | |  | short story (anthology) |  | magazine article (class magazine) | |  | chapter story |
|  | peers | |  | year 3 |  | peers | |  | visitors to the class/book corner |  | peers | |  | school and families (display) |
|  | be entertained, learn a moral lesson | |  | be entertained, shocked |  | be entertained, learn a moral lesson | |  | be thrilled |  | be entertained | |  | be entertained, learn about others’ personal experiences |
| **Poetry** | **1) Free Verse (Olympics)** | | | **2) Limericks** | | **3) Poems on a theme (environment)** | | | | | **4) Odes (admired people/characters)** | | | **5) Poet study** | |
|  | **to inform/describe** | |  | **To narrate** |  | **to inform/describe** | | | |  | **to describe** | |  | **to describe** |
|  | free verse poem | |  | limericks |  | free verse or rhyming poems | | | |  | ode | |  | poem |
|  | school and families (display) | |  | school (performance) |  | headteacher | | | |  | visitors to the school library | |  | peers |
|  | be entertained | |  | laugh |  | be entertained | | | |  | appreciate a person, place or thing | |  | be entertained |
| **Non-Fiction** |  | | | **2) Information texts (predators and parasites)** | | **3) Advertising campaigns (environmental issues)** | | | | | **4) ‘How to’ guides (inventions)** | | | **5) Information texts (evolution)** | |
|  | **to inform/describe** | |  | **to inform** |  | To persuade | | | |  | **to explain** | |  | **to inform/describe** |
|  | magazine article | |  | class information book |  | posters, leaflets and radio/TV adverts | | | |  | guidebook/webpage | |  | class information book |
|  | visitors to the school library | |  | visitors to the class/book corner |  | school community | | | |  | peers | |  | visitors to the class/book corner |
|  | be inspired to become a sporting hero | |  | understand more about predators or parasites |  | want to support a worthy cause | | | |  | understand how to use/do something | |  | understand more about evolution |

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|  | **East Midlands Academy Trust**  **English Text and Outcome Overview – Year 5** |  |
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|  | | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | | **Summer 2** | | | |
| **Year 5** | **Theme** |  | |  | | |  | | | | |  | | |  | | | |
| **Invaders** | | **I Believe** | | | **Journeys** | | | | | **Space Odyssey** | | | **Displacement** | | | |
| **Narrative** | **1) Historical stories (Vikings/Anglo Saxons)** | | **2) Stories which explore modern day issues such as bullying** | | | **3) Flashback** | | | **4) Fiction from our literary heritage (journey stories)** | | **5) Sci-fi** | | | **6) Stories about displaced characters** | | | |
|  | **To narrate** |  | **To narrate** | **persuade** |  | **To narrate** | |  | **To narrate** |  | **To narrate** | |  | **To narrate** | | **inform** |
|  | saga (oral story) |  | illustrated story | |  | non-linear story | |  | short story |  | short story or play | |  | chapter story | | |
|  | younger children |  | headteacher | |  | school and family (display) | |  | peers |  | peers | |  | visitors to the school library | | |
|  | be entertained |  | be entertained | |  | be entertained | |  | be intrigued, feel excited |  | be trilled, entertained | |  | be entertained, learn about others’ personal experiences | | |
| **Poetry** | **1) Kennings** | |  | | | **2) Classic narrative poetry** | | | | | **3) Poems with figurative language (Space)** | | | **4) Modern narrative poetry (childhood experiences)** | | | |
|  | **to describe** |  |  | |  | **to narrate** | | | |  | **to describe** | |  | **to narrate** | | |
|  | kenning poems |  |  | |  | narrative poem | | | |  | poem | |  | narrative poem (performance) | | |
|  | school and families (display) |  |  | |  | peers | | | |  | peers | |  | peers | | |
|  | be entertained, amused |  |  | |  | be entertained | | | |  | be entertained | |  | have an insight into the lives of others | | |
| **Non-Fiction** | **1) Information texts (mountains)** | | **2) Requests and complaints** | | | **3) Information presented in a narrative style (‘fact’tion)** | | | | | **4) Newspaper reports (historical events/space race)** | | | **5) Information texts (forces)** | | | |
|  | **to inform** |  | **to persuade** | |  | **To narrate** | | **inform** | |  | **to inform** | **discuss** |  | **to inform** | **explain** | |
|  | class information book |  | email or letter | |  | short story | | | |  | newspaper | |  | factsheet | | |
|  | visitors to the class/book corner |  | whomever the correspondence is for | |  | peers | | | |  | families | |  | year 4 | | |
|  | know more about the world’s mountains |  | change mind/grant request | |  | understand more about a chosen topic | | | |  | understand more about the space race | |  | know more about forces | | |

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|  | **East Midlands Academy Trust**  **English Text and Outcome Overview – Year 6** |  |
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|  | | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| **Year 6** | **Theme** |  | |  | | |  | | | |  | | |  | |
| **Fall Out** | | **Peace** | | | **It’s My Right** | | | | **It’s a Mystery** | | | **Portals** | |
| **Narrative** | **1) War stories, part 1** | | **2) War Stories, part 2** | | | **3) Biography** | | | | **4) Mystery/ghost stories including classic fiction** | | | **6) Fractured narrative (portal stories)** | |
|  | **To narrate** |  | **To narrate** | |  | **To narrate** | | **inform** |  | **To narrate** | |  | **To narrate** |
|  | short story or play |  | short story | |  | biography (anthology) | | |  | illustrated story | |  | chapter story |
|  | peers |  | school and families (display) | |  | visitors to the school library | | |  | peers | |  | famous author |
|  | be shocked, entertained |  | be entertained | |  | be entertained and better informed about the life of a famous activist | | |  | feel frightened, be entertained | |  | be entertained |
| **Poetry** | **1) Free verse (topic of choice)** | | **2) Song lyrics** | | |  | | | | **3) Poetry (imagery)** | | | **4) Narrative poetry** | |
|  | **to describe** |  | **To narrate** | **describe** |  |  | | |  | **to describe** | |  | **to narrate** |
|  | free verse poem |  | song (performance | |  |  | | |  | poem | |  | narrative poem |
|  | peers |  | school and families | |  |  | | |  | peers | |  | headteacher |
|  | be entertained |  | be entertained | |  |  | | |  | be entertained, see vivid images of what is being described) | |  | be entertained |
| **Non-Fiction** | **1) Information texts (WW2)** | | **2) Debate (war)** | | | **3) Speeches** | | | | **4) Magazines (hobbies and interests)** | | | **5) Memoirs** | |
|  | **to inform/describe** |  | **to discuss** | |  | **To discuss** | **persuade** | |  | **to inform** | **explain** |  | **to narrate** |
|  | class information book |  | a debate (whole class) | |  | a speech | | |  | whole class magazine | |  | chapter book |
|  | peers |  | peers | |  | school community (video clips on website) | | |  | school and families (published magazine) | |  | school and families (display) |
|  | Understand more about WW2 |  | change their opinion | |  | think about their own actions and how they might change to support a cause | | |  | be entertained and learn something new | |  | have happy memories of the authors once they have moved onto secondary school |