



Toner Avenue English Overview

Reception Drawing Club

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Week 1 & 2 settling in Week 3 - The Colour Monster by Anna Llenas Week 4 - The Gingerbread man Week 5- Wacky Races (animation) Week 6 - Where the Wild things are by Maurice Sendak Week 7- Three billy goats gruff Week 8 - Mr Ben the zookeeper (animation)	Week 1 - What's in the Witch's kitchen by Nick Sharratt Week 2 - The magic porridge pot Week 3 - Willo the wisp (animation) Week 4 - Dear Zoo by Rod Campbell Week 5 - The little Red Hen Week 6 - Roadrunner (animation) Week 7 - The Christmas Pine by Julia Donaldson	Week 1 - Not Now Bernard by David McKee Week 2 - Chicken Licken Week 3 - The Magic Roundabout (animation) Week 4 - The Magic Paintbrush by Julia Donaldson Week 5 - Hansel and Gretal Week 6 - Batfink (animation)	Week 1 - Would you rather? by John Burningham Week 2 - The three little pigs. Week 3 - Trapdoor (animation) Week 4 - Stuck by Oliver Jeffers Week 5 - Jack and the Beanstalk.	Week 1 - The Diddle that Dumbled by Kes Gray Week 2 - Goldilocks Week 3 - Bagpuss (animation) Week 4 - Mixed by Arree Chung Week 5 - The Elves and the shoemaker. Week 6 - Bananaman (animation)	Week 1- Pirate Pete by Nick Sharratt Week 2 - Rapunzel Week 3 - Captain Pugwash (animation) Week 4 - Are the dinosaurs dead, Dad? by Julie Middleton Week 5 - Little Red Riding Hood Week 6 - Pink Panther (animation) Week 7 - drawing club celebration and certificates.
<p>Drawing Club is a creative, literacy-focused approach which uses drawing to build children's imagination, vocabulary, and writing skills. Sessions involve introducing a story, drawing related characters or settings, and encouraging children to add creative "magic codes" to their work, which can lead to independent writing. Children are exposed to new and exciting words learned each week from a story that are then linked to actions and used to inspire drawings and further learning.</p>						
OUTCOMES	Sharing stories Understand that print has meaning To name parts of the book Give meanings to marks in the environment.	Sharing stories Understand that print has meaning To name parts of the book Give meanings to marks in the environment.	Secret codes Spells (captions and labels using SW sounds)	Secret codes Spells - (captions and labels using SW sounds) 5 part sentences	Secret codes Spells - (Simple sentences using phonic knowledge) 5 part sentences	Secret codes Spells - (Simple sentences using phonic knowledge) 5 part sentences
Year 1 Drawing Club and Curious Quests						



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Drawing Club (Aut 1) The Curious Quests (Aut 2 onwards)	Superworm Cinderella Popeye The Hairy Toe The Emperor's New Clothes Funny Bones Open Very Carefully	Meg's Castle Knights Cheese and Jam Harvey Slumfenburger's Christmas Present There's a T Rex in Town	Oi Frog How to be a Pirate Jump Clean Up! How a rocket works Ride to Willow Market My Cat Likes to Hide in Boxes	Faithful Friends Alan's Big Scary Teeth The Pizza Tree Princess Smartypants Who ate all the bugs?	The Stinky Cheese Man The Something Once Upon a Time The Lighthouse Keeper's Lunch	
Writing purposes and outcomes ENTERTAIN AND INFORM	<p>The Curious Quests builds on from the Drawing Club journey that begins in reception and continues in the first half of the Autumn term in Year 1.</p> <p>Children have been immersed in the love of drawing, creativity and imagination through mark making, mathematics and making conversation. The Curious Quests is driven through a love of story and vocabulary, children are hooked through the book snuggle where excitement is shared through story. Throughout the year they explore individual quests linked to fiction, non-fiction and poetry to help Professor Klunk's friends on their quests. Each element of The Curious Quests happens in 'Mini-moments'.</p>					
Year 2 Curious Quests						
<p>In Year 2, The Curious Quests continues to build pupils' creativity, imagination, and love of language through rich story experiences. Children embark on more complex quests to help Professor Klunk and his friends, exploring a range of high quality texts across fiction, non fiction, and poetry. Through</p>						



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<p>each 'Mini-moment,' pupils develop greater independence as writers, applying growing grammar and vocabulary knowledge with purpose. The approach encourages collaboration, choice, and curiosity to encourage children's confidence and enjoyment of writing.</p>						
ENTERTAIN and INFORM Curious Quests	Vlad and the Great Fire of London Katie in London Non Chronological report GFOL	The Journey Home Can I build another me? Mog's Christmas Faithful Friends Winter Quests	The Bear and the Piano Meerkat Mail Kings and Queens Quest Poetry	Where Ocean Meets Sky Orion and the Dark	Rosie Revere, Engineer Look Up!	Traction Man Jim and the Beanstalk The Dragon Machine Here We are
Writing purposes and outcomes (main only)	INFORM <ul style="list-style-type: none"> • Non-chronological leaflets • Write own version narrative - adventure 	INFORM ENTERTAIN <ul style="list-style-type: none"> • Own-version narrative • Diary entry • Seasonal Poetry 	INFORM ENTERTAIN <ul style="list-style-type: none"> • Information texts • Own version narratives 	ENTERTAIN INFORM <ul style="list-style-type: none"> • Fiction Fantasy Writing • Diary entry 	ENTERTAIN INFORM <ul style="list-style-type: none"> • Explanation • Non-chronological report • Persuasive message 	ENTERTAIN INFORM <ul style="list-style-type: none"> • Sequel stories • Letter Writing • Discussion
Expected	<u>Non - chronological report</u> Use information from research to group and assemble information into a short non-chronological report. <u>Narrative</u> Retell a three part story that has a central character.	<u>Narrative</u> Retell a three part story that has a central character using a selection of adjectives. <u>Recount</u> Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.	<u>Narrative</u> Plan and tell a story in four parts with clear use of subordination and coordination. <u>Non-chronological report</u> Use information from research to group and assemble information into a short non - chronological report including the use of subject specific vocabulary	<u>Narrative</u> To plan and write own story showing use of a range of sentence types and language to add detail. <u>Recount</u> Write a narrative recount in role. Write about a real experience.	<u>Non-chronological report</u> Use the language and structural features in a specific form e.g. a leaflet <u>Persuasion</u> Write a simple persuasive piece based on research, a topic of interest or a fictional book.	<u>Narrative</u> To plan and write a familiar story with a range of sentence types - applying the skills of Year 2
Greater depth opportunities	<u>Non - chronological report</u> Expand on the information using subordination, co-ordination and expanded noun phrases to describe and specify. <u>Narrative</u>	<u>Narrative</u> To use adjectives and careful choice of expanded noun phrases. <u>Recount</u> Write same recount as a third person recount.	<u>Narrative</u> Expand on the main event with a focus on use of verbs and adverbs. <u>Non-chronological report</u> Expand on the information using subordination, co-ordination and expanded noun phrases to describe and specify including the use of subject specific expanded noun phrases.	<u>Narrative</u> Expand on language by introducing simple figurative language and more adventurous vocabulary. <u>Recount</u> Change the form of the recount postcard or letter considering	<u>Non-chronological report</u> Change the form of the report to a different genre, i.e. non-fiction book or letter to inform. <u>Persuasion</u> Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.	<u>Narrative</u> Retell the familiar story with the inclusion of some dialogue experimenting with speech punctuation



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	Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.			how language and vocabulary choices may change.		.
Year 3						
Year 3 ENTERTAIN, PERSUADE and INFORM	Place Value of Grammar and Punctuation <i>The Day I Swapped my Dad for Two Goldfish</i> Neil Gaiman	The Heart in the Bottle Oliver Jeffers The BFG Roald Dahl	The Pied Piper of Hamelin Michael Morpurgo The Tin Forest Helen Ward	Cloud Tea Monkeys Mall Peet Sparky Jenny Offill	Escape from Pompeii Christina Balit	<i>Leon and the Place Between</i> Angela McAllister
Writing purposes and outcomes (main only)	ENTERTAIN • Own version narratives	ENTERTAIN • Own version fantasy narratives • Own version 'dilemma' narratives	ENTERTAIN PERSUADE • Own version myths/legends • Own version mystery narratives • Persuasive information leaflets	INFORM ENTERTAIN • Non-chronological reports • Own traditional tales	INFORM ENTERTAIN • Newspaper reports • Narrative poems This outcome could be changed to instructions or explanation if you prefer.	PERSUADE ENTERTAIN INFORM • Own version fantasy narratives Debate Performance pieces
Expected	<u>Narrative</u> To write a story in four parts,, in the first person, with a definite ending.	<u>Narrative</u> To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue is included. <u>Persuasion</u> Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.	<u>Narrative</u> Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.	<u>Non-chronological reports</u> Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. <u>Narrative</u> To write a five part story with a string dilemma, using dialogue to show relationships between characters and to move the story forward.	<u>Recount</u> Write a recount in a specific form of an event in chronological order,expressing time, place and cause using conjunctions, adverbs and prepositions	<u>Narrative</u> Write a story that has a problem and a resolution. Organise into paragraphs that include adverbials of time. <u>Persuasion</u> Present a persuasive point of view in the form of a debate, selecting vocabulary specific to the topic.



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Greater Depth opportunities	<u>Narrative</u> Change into a third person story.	<u>Narrative</u> Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases. <u>Persuasion</u> Change the viewpoint of the author, selecting vocabulary appropriately	<u>Narrative</u> Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader.	<u>Non-chronological reports</u> Change structure to a different form <u>Narrative</u> Revise one part of the story to use vocabulary to capture reader's imagination. Select verbs carefully to describe actions, thoughts and feelings.	<u>Recount</u> If time, change to a different form e.g. letter or diary	<u>Narrative</u> Include detailed description of setting and time by using ENPs to give exact detail. <u>Persuasion</u> Discuss both points of view selecting vocabulary and language features appropriately
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 4					
ENTERTAIN, PERSUADE and INFORM	Place Value of Grammar and Punctuation Greek myths Various authors Varmints	FAR^THER Alexander the Great Various authors	Winter's Child Cinnamon	The Matchbox Diary Cinderella of the Nile	Tar Beach	The Story of Tutankhamun Jabberwocky



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Writing purposes and outcomes	ENTERTAIN INFORM <ul style="list-style-type: none"> ● Own versions of myth ● Explanations 	ENTERTAIN INFORM <ul style="list-style-type: none"> ● Sequel stories ● Newspaper report 	ENTERTAIN PERSUADE <ul style="list-style-type: none"> ● Fantasy story sequels ● Own version mythical tales 	ENTERTAIN INFORM <ul style="list-style-type: none"> ● Own version historical narratives, non-chronological reports 	ENTERTAIN INFORM PERSUADE <ul style="list-style-type: none"> ● Own version traditional tale ● Own version playscripts 	ENTERTAIN INFORM <ul style="list-style-type: none"> ● Nonsense poems ● Diary entry and debate
Expected	<u>Narrative</u> To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures. <u>Explanation</u> WRite an explanation in an impersonal style adopting the use of language and grammar for the form of the audience	<u>Narrative</u> To plan and write a complete story by identifying stages in the telling: introduction, build-up, climax or conflict, resolution. <u>Recount</u> Write a recount in the form of a newspaper report. use direct quotes, linking paragraphs together appropriately	<u>Narrative</u> Plan a complete story focussed on organisational devices e.g. times of the day, repeated words and phrases, adverbial phrases and use of pronouns. <u>Persuasion</u> Write a piece focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.	<u>Narrative</u> Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere <u>Non-chronological report</u> Write a report based on their own notes	<u>Narrative</u> Plan and write a story with a strong central character using “show not tell”	<u>Recount</u> Write a recount in the first person with a clear audience and form
Greater Depth opportunities	<u>Narrative</u> Add character descriptions designed to provoke sympathy or dislike in the reader <u>Explanation</u> Write in an informal style noting change of form to suit this text	<u>Narrative</u> Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader. <u>Recount</u> If time, change the form to a diary or letter	<u>Narrative</u> Experiment with using different organisational devices with some attempt to link paragraphs together. <u>Persuasion</u> Change the piece to a different form changing organisational devices, use of vocabulary and linguistic devices.	<u>Narrative</u> Transform the narrative through a change in atmosphere, varying vocabulary to support it. <u>Non-chronological report</u> Turn the report into a clear form with a different audience e.g. webpage, fact file etc.	<u>Narrative</u> Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.	<u>Recount</u> make a change to the person it is written in



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	Year 5					
Year 5 ENTERTAIN, INFORM, PERSUADE and DISCUSS.	Place Value of Grammar and Punctuation Children of the Benin Kingdom Robot Girl	The Tempest Beowulf	Freedom Bird The Lost Thing	Curiosity The News Debate	The Sleeper and the Spindle How to Survive in the Rainforest linked to class novel Explorer	The Lost Happy Endings High Rise Mystery
Writing purposes and outcomes	INFORM ENTERTAIN <ul style="list-style-type: none"> ● Science-fiction narratives ● Non - chronological report 	ENTERTAIN PERSUADE <ul style="list-style-type: none"> ● Playscript ● Own version legends/missing chapters ● Persuasive letter 	INFORM DISCUSS <ul style="list-style-type: none"> ● Biographies ● Narratives 	INFORM ENTERTAIN <ul style="list-style-type: none"> ● Expanded explanation ● Newspaper report ● Debate/balanced argument 	PERSUADE ENTERTAIN DISCUSS <ul style="list-style-type: none"> ● Discussion texts ● Persuasive letter ● Alternative perspective prequels Fairytale reworkings 	ENTERTAIN INFORM <ul style="list-style-type: none"> ● Non-chronological reports ● Narrative



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<p>Expected</p>	<p><u>Narrative</u> Write a five part story using language to evoke mood and atmosphere and develop characterisation.</p> <p><u>Non-chronological reports</u> Plan, compose, edit and refine a report focusing on clarity and conciseness.</p>	<p><u>Narrative</u> Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition humour or surprise</p> <p><u>Persuasion</u> Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces</p>	<p><u>Recount</u> Practice writing a recount with a specific form and audience so pupils are forced to consider the precise level of formality required.</p> <p><u>Narrative</u> Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p>	<p><u>Explanation</u> Plan, compose, edit and refine an explanation text focussing on clarity, conciseness and impersonal style.</p> <p><u>Narrative</u> Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character</p> <p><u>Discussion</u> Plan, compose, edit and refine a discussion presenting both sides of the argument. . Use appropriate vocabulary.</p> <p><u>Recount</u> Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p>	<p><u>Discussion</u> Use words and phrases which support the overall viewpoints of the discussion</p> <p><u>Persuasion</u> Adapt a piece of persuasive writing for different audiences shifting levels of formality across the pieces (informal vs formal speech)</p> <p><u>Narrative</u> Plan and write a non- linear story e.g. a flashback, parallel narrators. Experiment with different formalities for different shifts</p>	<p><u>Non-chronological reports</u> Plan, compose, edit and refine a report focused on a specific audience</p> <p><u>Narrative</u> Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p>
<p>Greater Depth opportunities</p>	<p><u>Narrative</u> Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere</p> <p><u>Non-chronological reports</u> Consider how a second genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within.</p>	<p><u>Narrative</u> Change the story using a different technique from above. Look at how this changes the language used</p> <p><u>Persuasion</u> Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary</p>	<p><u>Recount</u> Write the same recount for a different audience, appealing to it through managed shifts of formality</p> <p><u>Narrative</u> Adapt the story for a different audience aiming for consistency in character and style</p>	<p><u>Explanation</u> Transform the explanation or part of to a mixture of styles based on multiple audiences.</p> <p><u>Narrative</u> Include parallel narrators where events are portrayed simultaneously.</p> <p><u>Discussion</u> Combine the discussion test with another text type (e.g. within a newspaper) with a clear audience and form.</p> <p><u>Recount</u> Write the same recount for a different audience, appealing to it through managed shifts of formality</p>	<p><u>Discussion</u> Combine the discussion test with another text type or change level of formality</p> <p><u>Persuasion</u> Transform the piece into a persuasive letter</p> <p><u>Narrative</u> Use the non-linear structure to show changes in atmosphere and mood</p>	<p><u>Non-chronological reports</u> Plan, compose, edit and refine a report, change to appeal to different audiences</p> <p><u>Narrative</u> Add an additional narrative voice demonstrating a change in formality.</p>



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	Year 6					
ENTERTAIN, INFORM, PERSUADE and DISCUSS.	Place Value of Grammar and Punctuation The Promise Windrush Child	The Island	The Boy in the Tower The Piano Francis	Beyond the lines Anne Frank How to survive an air raid	The Day the Crayons Quit Alma Discussion - own choice Holes	The Applause Editing and Improving previous work



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Writing purposes and outcomes	PERSUADE ENTERTAIN ENTERTAIN INFORM	ENTERTAIN INFORM	ENTERTAIN INFORM	ENTERTAIN INFORM	PERSUADE ENTERTAIN DISCUSS	ENTERTAIN
Expected	<p><u>Narrative</u> Plan and write a story with a very distinct atmosphere –e.g. suspense, panic, humour</p> <p><u>Persuasion</u> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p>	<p><u>Letter</u> Write a letter using a range of presentational and organisational devices to structure the text and guide the reader. Use the subjunctive mood to establish formality and an authoritative voice.</p> <p><u>Narrative</u> Plan and write a story with two narrators to tell the story from different perspectives.</p>	<p><u>Non-Chronological Report</u> Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. rationing etc</p> <p><u>Explanation</u> Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> <p><u>Narrative</u> Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p>	<p><u>Narrative</u> Review the story focussing on dialogue being used to develop characterisation and move action forward.</p>	<p><u>Narrative</u> Plan and write an a narrative. Use of description and figurative language to create atmosphere.</p> <p><u>Discussion</u> Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.</p>	<p><u>Narrative</u> Plan and write a story with a very distinct atmosphere eg. suspense, panic, humour</p>



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<p>Greater Depth Opportunities</p>	<p><u>Narrative</u> Independently change the atmosphere of the story with a focus on how language choices and grammar will change in order to change the atmosphere.</p> <p><u>Persuasion</u> Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p>	<p><u>Letter</u> Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.</p> <p><u>Narrative</u> Independently change the formality of the two narrators so that they contrast.</p>	<p><u>Non-Chronological Report</u> Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</p> <p><u>Explanation</u> Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.</p> <p><u>Narrative</u> Independently use a non-linear structure to show control of formality for different shifts of time.</p>	<p><u>Narrative</u> Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.</p>	<p><u>Narrative</u> Independently include dialogue to show shifts of formality; develop character and move the action forward.</p> <p><u>Discussion</u> Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.</p>	<p><u>Narrative</u> Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere</p>
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