

Broad Oak English Overview 2025-26

| Year group | Autumn term | | Spring term | | Summer term | |
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| 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Read Write Inc | Read Write Inc | Read Write Inc | Read Write Inc | Read Write Inc | Read Write Inc |
| | | Poetry: At The Zoo Outcome: Add their own items to a list poem about a visit to the museum. | Fiction: A Walk In New York Outcome: Write a book about a walk in your home town. | Fiction: The Tiny Seed Outcome: An information leaflet about plants. | Fiction: The Storm Whale Outcome: Write a story based on The Storm Whale. | Midsummer Night's Dream Outcome: To write a character description based on the character they have designed. |
| 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Look Up! By Nathan Byron | The Owl Who Was Afraid of The Dark by Jill Tomlinson, (and Chapter version) | The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey | My Name is Not Refugee By Kate Milner | Tidy By Emily Gravett | Usborne Young Reading -The Tempest Retold by Rosie Dickens |
| | Outcome Recount: write a diary entry Greater Depth Draw on wider reading to inform vocabulary choices | Outcome Non-Chronological report: write a fact sheet about owls Greater Depth Alter the layout to include subheadings and extra features | Outcome Fiction: write an adventure story with change of character and machine Greater Depth Story written in first person | Outcome Recount: write a recount of events from character's point of view Greater Depth Include how the other characters felt | Outcome Persuasion: write a letter in role Greater Depth Write a persuasive letter in role as another animal Include inference | Outcome Fiction: retell an abridged and adapted version Greater Depth Include other characters' thoughts and feelings |
| | Poetry: Zebra Question | Poetry: The Owl and the Pussycat | Poetry: From A Railway Carriage | Poetry: Night Sounds | Poetry: Father and I in the Woods | Poetry: Fox |

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| | | Outcome: To write the first two verses of a new poem. | Outcome: To write a rhyming Birds-Eye-View poem of their own | Outcome: Berlie Doherty's Night Sounds poem is used as a model for a version of their own | Outcome: To make nature themed shape poems to add to a class display | Outcome: To write a descriptive wildlife poem of their own |
| 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Coming to England By Floella Benjamin | Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells | Stone Age Boy by Satoshi Kitamura | Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo | Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty | The Merchant of Venice From A Stage Full of Shakespeare Stories by Angela McAllister |
| | Outcome Recount: write a letter in role recounting events of the story Greater Depth Include a response | Outcome Fiction: write a fantasy story based on a fable Greater Depth Narrative from a different point of view | Outcome Fiction: write a historical narrative set in the Stone Age Greater Depth Write from the point of view of a person from the Stone Age | Outcome Persuasion: write an information article for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures | Outcome Fiction: write an adventure story based on journey using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another | Outcome Non-fiction: write a guide Greater Depth Write a guide to appeal to teachers |
| | Poetry: The Shell Outcome: Pupils write their own illustrated, descriptive sentences about the sea | Poetry: Dance With Me, Autumn Outcome: To write and perform a five couplet poem about winter based on the structure | Poetry: The River's Tale Outcome: To write an illustrated, descriptive poem about the Stone Age | Poetry: The Magnificent Bull Outcome: To write and perform a Dinka-inspired poem about a blue whale | Poetry: I Saw A Peacock Outcome: Use ideas from I Sae A Peacock to write a poem about an imaginary journey | Poetry: Apes to Zebras Outcome: Pupils write a concrete poem about a giraffe, refining and editing with a partner. |

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| | | of Dance With Me, Autumn | | | | |
| 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Counting on Katherine By Helaine Becker</p> <p>Outcome: Non-fiction: write a fact file</p> <p>Greater Depth Include quotes</p> | <p>Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)</p> <p>Outcome: Recount: write a diary from Leon's point of view</p> <p>Greater Depth Write from Abdul Kazam's point of view</p> | <p>Our Tower By Joseph Coelho</p> <p>Outcome: Recount: write the adventure as a journal</p> <p>Greater Depth Include alternative points of view</p> | <p>Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company</p> <p>Outcome: Fiction: write an adventure story from point of view of the boy</p> <p>Greater Depth Write from the point of view of the God</p> | <p>Alba the Hundred Year Old Fish By Lara Hawthorne</p> <p>Outcome: Non-Fiction: write an information board</p> <p>Greater Depth Include a graphic and voiceover</p> | <p>Julius Caesar From A Stage Full of Shakespeare Stories By Angela McAlister</p> <p>Outcome: Fiction: write a playscript for a part of the story</p> <p>Greater Depth Include omens and use weather to reflect the mood</p> |
| | <p>Poetry: Family Album</p> <p>Outcome: Pupils write a free verse narrative poem to add to an illustrated class family album</p> | <p>Poetry: The Lost Lost Property Office</p> <p>Outcome: To write and perform a group list poem based on the Lost Lost Property Office</p> | <p>Poetry: The Roman Centurion's Song</p> <p>Outcome: To write cinquain poems about life as a Roman soldier</p> | <p>Poetry: Windrush Child</p> <p>Outcome: To write a free-verse personal narrative poem describing what it feels like to leave and go to a new place</p> | <p>Poetry: Mountain Gorilla</p> <p>Outcome: To use similes to write a list poem modelled on a traditional rhyme</p> | <p>Poetry: Haiku</p> <p>Outcome: To write a Haiku based on the natural world and link with others to make a series</p> |
| 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Queen of the Falls by Chris Van Allsburg, Good Night Stories for</p> | <p>Beowulf By Michael Morpurgo</p> | <p>Kai and the Monkey King By Joe Todd-Stanton</p> | <p>The Darkest Dark by Chris Hadfield</p> | <p>The Paperbag Prince by Colin Thompson</p> | <p>Bold and Brave Women from Shakespeare</p> |

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| | <p>Rebel Girls by Elena Favilli and Francesca Cavallo</p> <p>Outcome: Recount: write a series of diary entries</p> <p>Greater Depth Series of diary entries including her viewpoint on other characters</p> | <p>Outcome: Fiction: write a further adventure</p> <p>Greater Depth Invent their own monster and include motives and viewpoint</p> | <p>Outcome: Fiction: write a myth, creating characters and settings</p> <p>Greater Depth Write from the character's viewpoint</p> | <p>Outcome: Recount: write a formal biography of Chris Hadfield</p> <p>Greater Depth Include an extra section in informal first person</p> | <p>Outcome: Persuasion/information: write a hybrid leaflet about waste management</p> <p>Greater Depth Write an oral presentation for a TV or online broadcast</p> | <p>By Shakespeare Birthplace Trust</p> <p>Outcome: Recount: write and perform a soliloquy</p> <p>Greater Depth Choose the form of the text</p> |
| | <p>Poetry: The Song of Hiawatha</p> <p>Outcome: Pupils write a selection of a narrative poem about water</p> | <p>Poetry: The Moon</p> <p>Outcome: To write their own poem about The Moon using the techniques studied</p> | <p>Poetry: Viking Kennings and Spells</p> <p>Outcome: To write their own good luck poems about Vikings, including Kennings</p> | <p>Poetry: Finding Magic</p> <p>Outcome: To write a free-verse poem describing the wonder of the world using metaphor</p> | <p>Poetry: The Sun In Me</p> <p>Outcome: A song for a country dweller is the final outcome which follows a clear structure.</p> | <p>Poetry: Animals of Africa</p> <p>Outcome: To write a poem about an African animal which is fun to read aloud</p> |
| 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee</p> <p>Outcome: Fiction: write a flashback story & non chronological report</p> | <p>Can We Save the Tiger? by Martin Jenkins</p> <p>Outcome: Information/explanation / persuasion:</p> | <p>The Selfish Giant by Oscar Wilde & Ritva Voutila</p> <p>Outcome: Fiction: retell a classic narrative from a</p> | <p>Island by Jason Chin, Jemmy Button by Alix Barzelay</p> <p>Outcome: Recount: write a journalistic report (hybrid text)</p> | <p>Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys</p> <p>Outcome: Recount: write a biography of Jacques Cousteau & Fiction: Adventure story</p> | <p>Poetry For Kids William Shakespeare By Marguerite Tassi</p> <p>Outcome: Fiction: write a sonnet</p> <p>Greater Depth</p> |

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| | <p>Greater Depth To write a narrative with a flashback including a section in recount genre e.g diary, letter, eye-witness account</p> | <p>Write a hybrid booklet about an amazing animal & Recount: diary</p> <p>Greater Depth Write a newsround TV style report about the tiger crisis</p> | <p>character's point of view & Explanation</p> <p>Greater Depth Write the narrative from the viewpoint of the special tree</p> | <p>about Charles Darwin's discoveries & Discussion</p> <p>Greater Depth Include extracts from another genre e.g , diary, interview, information</p> | <p>Greater Depth Include a section entitled-How Jacques Cousteau inspired me</p> | <p>Write a sonnet in role</p> |
| | <p>Poetry: Blitz</p> <p>Outcome: A narrative poem exploring the experience of the Blitz from the viewpoint of a child</p> | <p>Poetry: A Tiger In The Zoo</p> <p>Outcome: To Write a Poem in the chosen form about an endangered animal</p> | <p>Poetry: Guarding Secrets</p> <p>Outcome: Use poetic techniques to write a free verse poem about a door into a secret garden.</p> | <p>Poetry: The Sea</p> <p>Outcome: To write a narrative poem about a journey across the sea including personification of the waves.</p> | <p>Poetry: For Forest</p> <p>Outcome: Pupils create their own poem about the beauty of oceans and communicate to readers about cherishing them.</p> | <p>Poetry: Sonnets – The View from a Hot Air Balloon</p> <p>Outcome: To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon.</p> |