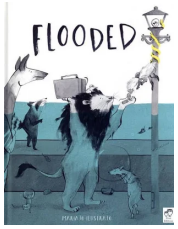
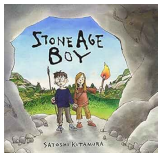
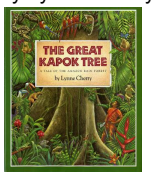
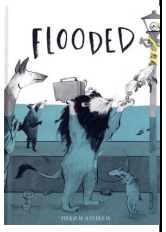
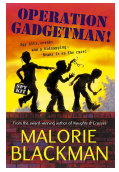
WARREN FARM PRIMARY SCHOOL

# English Overview LKS2 2026/27

| | Character Waypoints: Teamwork, Problem Solving | Values : Respect & Tolerance | Historical Context | Classic Literature | Contemporary Stories | Poetry | Change |
|---|---|---|---|---|---|---|---|
| **Year 3** | Whole School Text   | **Possible writing outcomes**<br><br>Letter writing<br>Advice text<br>First person recount<br>Poetry | **Possible writing outcomes**<br><br>Alternative ending<br>Information text<br>Diary entry<br>Instructions | **Possible writing outcomes**<br><br>Instructions<br>Character description<br>Persuasive advert | **Possible writing outcomes**<br><br>Missing part of a story<br>Poetry<br>Explanation text<br>Conversation<br>Letter | **Possible writing outcomes**<br><br>Monologue<br>Poetry<br>Journey story<br>Setting description | **Possible writing outcomes**<br><br>Persuasive arguments<br>Non-chronological report<br>Internal monologues showing changed points of view |
| | | **Core text -** Milo Imagines the World by Matt De La Pena   | **Core text -** Stone Age Boy by Shatoshi Kitamura   | **Core text -** The Worst Witch by Jill Murphy   | **Core text -** The Wild Robot by Peter Brown   | **Core text -** I am the Subway by Kim Hyo-eun  | **Core text** -The Great Kapok Tree by Lynne Cherry   |
| | | **Complementary texts -** Here we Are by Oliver Jeffers, The Coat by Séverine Vidal | **Complementary texts -**<br>The First Drawing by Mordicai Gerstein and How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley | **Complementary texts-**<br>Pages & Co by Anna James, Diary of an Accidental Witch by Honor and Perdita Cargill | **Complementary texts-**<br>It's a book by Lane Smith, The Rainmaker Danced by Satoshi Kitamura | **Complementary texts-**<br>The Sound of Colours by Jimmy Liao | **Complementary texts-**<br>The Promise by Nicola Davies |

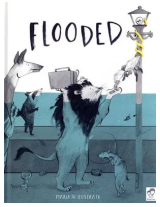
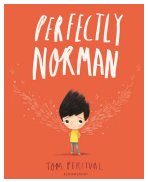
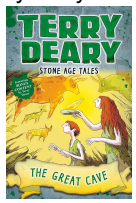
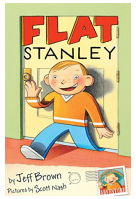
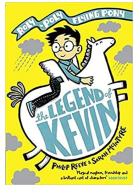
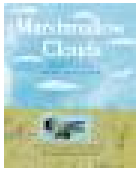
# WARREN FARM PRIMARY SCHOOL

| | Character Waypoints: Teamwork, Problem Solving | Values : Respect & Tolerance | Historical Context | Classic Literature | Contemporary stories | Poetry | Personal growth |
|---|---|---|---|---|---|---|---|
| **Year 4** | Whole school text<br> | **Possible writing Outcomes**<br><br>Diary entry<br>Recount<br>Persuasive letter<br>Character description | **Possible writing Outcomes**<br><br>Playscript<br>Information text<br>Narrative | **Possible writing Outcomes**<br><br>Setting description<br>Persuasive travel brochure<br>Adventure story | **Possible writing Outcomes**<br><br>Report<br>Suspense and tension<br>Missing chapter<br>Explanation text<br>Instructional video with narration | **Possible writing Outcomes**<br><br>Poetry using figurative language<br>Shape poem<br>Dialogue poem<br>Write from the point of view of something non-human | **Possible writing Outcomes**<br><br>Instruction manual<br>Internal monologues showing personal growth (before/after)<br>Heroic speech |
| | | **Core text-** Planet Omar by Zanib Mian<br> | **Core text-** The Wild Way Home by Sophie Curtley<br> | **Core text-** Narnia: The Lion, The Witch and The Wardrobe<br> | **Core text-** Operation Gadgetman by Malorie Blackman<br> | **Core text-** Marshmallow Clouds by Connie Wanek and Ted Kooser<br> | **Core text-** How to Train your Dragon by Cressida Cowell<br> |
| | | **Complementary texts -** Wonder by R.J Palacio, Cloud Bursting by Malorie Blackman | **Complementary texts -** The Last Bear by Hannah Gold | **Complementary texts -** Harry Potter series | **Complementary texts -** The Boy who Thought Outside the Box: Story of Video Game Inventor Ralph Baer, Small Change | **Complementary texts -** The One and Only Ivan by Katherine Applegate, Leaf | **Complement ary texts -** Monster Slayer A Beowulf Tale by Brian |

WARREN FARM
PRIMARY SCHOOL

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | for Stuart by Lissa Evans | by Sandra Dieckmann | Patten |

# WARREN FARM PRIMARY SCHOOL

| | Character Waypoints: Teamwork, Problem Solving | Values : Respect & Tolerance | Historical Context | Classic Literature | Contemporary stories | Poetry | Personal growth |
|---|---|---|---|---|---|---|---|
| **Year 4 Alternative Provision (SEND pupils)** | Whole school text<br> | **Possible writing Outcomes**<br>Speech/thought bubbles<br>Simple sentences<br>Compound sentences | **Possible writing Outcomes**<br>Instructions for shelter building<br>Setting description | **Possible writing Outcomes**<br>Information text<br>Postcard<br>Retell<br>Additional chapter | **Possible writing Outcomes**<br>Character description<br>Persuasive writing | **Possible writing Outcomes**<br>Figurative language<br>Nature poem | **Possible writing Outcomes**<br>Internal monologues<br>Heroic speech<br>Information text |
| | | **Core text-**<br>Perfectly Norman by Tom Perceival<br> | **Core text-**<br>The Great Cave by Terry Dreary<br> | **Core text-**<br>Flat Stanley by Jeff Brown<br> | **Core text-**<br>The Legend of Kevin by Philip Reeve & Sarah McIntyre<br> | **Core text-**<br>Marshmallow Clouds by Connie Wanek and Ted Kooser<br> | **Core text-**<br>How to Train your Dragon by Cressida Cowell<br> |
| | | **Complementary texts -**<br>Odd Dog Out by Rob Biddulph, Giraffes Can't Dance by Giles Andreae | **Complementary texts -**<br>Stone Age Boy by Satoshi Kitamura | **Complementary texts -**<br>Rosie Reveer Engineer by Andrea Beaty, | **Complementary texts -**<br>The Hedgehog by Dick King Smith, The Invisble Boy by Trudy Ludwig | **Complementary texts -**<br>The One and Only Ivan by Katherine Applegate, Leaf by Sandra Dieckmann | **Complement ary texts -**<br>Monster Slayer A Beowulf Tale by Brian Patten |

WARREN FARM
PRIMARY SCHOOL

| **By the end of Year 3** | |
|---|---|
| **Reading KPIs** | Develop positive attitudes to reading and understanding of what they read:<br><br>● I can listen to and talk about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;<br>● I can use a dictionary to check the meaning of words I have read<br>● I can identify themes and conventions in a wide range of books. (Books about heroes, animals, friends…)<br>● I can read further exception words, noting something unusual between the spelling and the sound and where<br>● these occur in the word<br>Independently:<br>● I can make inferences about characters' feelings, thoughts and motives from their actions and say why I think so<br>● I can predict what might happen from details stated and implied<br>● I can retrieve and record information from non-fiction (make reports, presentations, fact-files…) |
| **Writing KPIs** | ● To begin to plan their own writing<br>● To demonstrate an increase understanding of purpose and audience<br>● To use the structure of a wide range of text types<br>● Proof read theirs and others' work to check for errors and make improvements<br>● To make ambitious word choices<br>● To create setting, character and plot<br>● To organise paragraphs into themes<br>● To use subordinate clauses<br>● To begin to use adverbs, prepositions to show time, place and cause<br>● Use 'a' or 'an' correctly<br>● To begin to spell homophones correctly …– *which witch, there they're their* |

WARREN FARM
PRIMARY SCHOOL

| By the end of Year 4 | |
|---|---|
| **Reading KPIs** | • I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) when I to read aloud and to help me understand the meaning of new words<br>• I can listen to and talk about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>• I can use dictionaries to check the meaning of words that I have read<br>• I can identify themes and conventions in a wide range of books (good v evil, quests, character types)<br>• I can read further exception words, noting something unusual between the spelling and the sound and where these occur in the word<br>• I can check that the text makes sense to me and that I understand and can explain the meaning of words in context<br>• I can make inferences about characters' feelings, thoughts and motives from their actions and I can justify my inferences with evidence<br>• I can predict what might happen from details stated and implied<br>• I can identify the main ideas from more than one paragraph in a text and summarise what I've read<br>• I can retrieve and record information |
| **Writing KPIs** | • To write a range of narratives and non-fiction using a consistent and appropriate structure<br>• To proof rather own and others' work making clear and accurate amendments<br>• To create a more detailed setting, characters and plot to fully engage the reader<br>• To consistently organise paragraphs around a theme<br>• To maintain tense throughout a piece<br>• To use all necessary punctuation<br>• To use all punctuation from preceding year groups<br>• To use singular possession and plural possession apostrophes with accuracy<br>• To demarcate fronted adverbials with commas consistently.<br>• To use nouns and pronouns effectively to aid cohesion<br>• To spell all words with prefixes/suffixes correctly<br>• To spell all homophones correctly |