

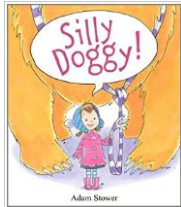


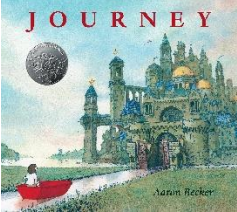


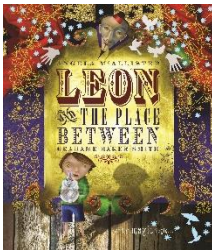
## English Overview

Reception	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Texts and genres	<b>The Gingerbread Man</b>  Tradition tale	<b>I'm going to eat this ant.</b>  Humorous fiction	<b>The Naughty Bus</b>  Fiction	<b>The Journey Home</b>  Information text through story	<b>Silly Doggy</b>  Humorous fiction	<b>Supertato</b>  Fantasy fiction
Key writing focus	To create their own drawings to represent the story and orally retell it. Pupil's drawings will be labelled with marks appropriate to their development stage. Mark making Story Maps List Labels	Pupil's drawings will be labelled with marks appropriate to their development stage. Non – Fiction writing Labelling Lists Captions Sentence building	Labels Lists Sentence building Story maps Non-Fiction Recount	Story maps Lists Labels Captions Sentence building Recreate own story	Story maps Speech bubbles Lists Labels Captions  Narrative – Friendship story	Story maps Lists Sentence building Labels Speech bubbles Character description A wanted poster with character description
Poetry	Autumn, Bonfire Night, Christmas poems, Rhythm and Rhyme		Winter poems and Spring Poems. Rhythm and Rhyme		Mini beasts poems and Summer Description used.	

Year 1	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Texts and genres	<b>Lost and Found</b>  fiction	<b>Vlad and the Great Fire of London</b>  Historical fiction	<b>The Lion Inside</b>  Rhyming fiction	<b>Curious case of the missing mammoth</b>  Adventure Narrative with some non-fiction	<b>Toys in Space</b>  Fantasy fiction	<b>Goldilocks and just one bear</b>  Traditional Tale
Key writing focus <b>Explanation</b>	Lists Labels Character descriptions Narrative	Postcards Dairy <b>Non-chronological report linked to Great Fire of London</b>	Setting descriptions Recount Letter	Recount Diary entry Labels Character description Narrative	Instructions Diary account Invitations Narrative	Diary account Narrative <b>Non-chronological report about bears</b>
Poetry	<b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <b>Structure- rhyming couplets</b> <b>Written outcome:</b> Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems)		<b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <b>Structure- rhyming couplets</b> <b>Written outcome:</b> Recite familiar poems off by heart. <b>Mixed-up Chameleon by Eric Carle</b>		<b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <b>Reading Robin Recommends a Poem</b> <b>Written outcome:</b> Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems) <b>Chocolate Cake by Michael Rosen</b>	

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Texts and genres	<b>Troll Swap</b>  Humorous fiction	<b>The Owl Who Was Afraid of the Dark</b>  Fiction	<b>The Dragon Machine</b>  Fantasy fiction	<b>Major Glad, Major Dizzy</b>  Historical fiction	<b>The Last Wolf</b>  Fairy Tale	<b>Grandad's Secret Giant</b>  Fantasy fiction
Key writing focus <b>Explanation</b>	Write instructions Write a letter Role play Write a story	Write a letter Write a poem <b>Non-chronological report about owls</b> Fact sheet	Poster Description writing Letter Diary entry Instructions Role play Adventure story	Description Recount Write and perform a poem Instructions Letter Plan and write a recount	Persuasive speech Write a guide Set of rules Diary entry Persuasive writing Instructions Write a letter in role <b>Non-chronological report about wolves</b>	Diary entry Write a letter Cinquain Poem Investigate a model Write a story – morals and acceptance
Poetry	<b>Vocabulary building (list poems)</b> <b>Written outcome:</b> read list poems. Write and perform their own versions of list poems.  <b>Structure- calligrams</b> <b>Written outcome:</b> Write own calligrams (based on single words) These can be linked to the theme in class.	<b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse  <b>Structure- calligrams</b> <b>Written outcome:</b> write own calligrams (shape poems) <b>Linked to animals and their habitats</b>		<b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse  <b>Reading Robin Recommends a Poem</b> <b>Written outcome:</b> Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems) <b>The Sound Collector by Roger McGough</b> <b>Pleasant Sounds by John Clare</b>		

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Texts and genres	<b>Seal Surfer</b>  Fiction	<b>Winters Child</b>  Fantasy fiction	<b>Stone Age Boy</b>  Historical fiction	<b>Big Blue Whale</b>  Non-fiction	<b>Journey</b>  Fantasy fiction	<b>Zeraffa Giraffa</b>  Non-fiction
Key writing focus  Instructions Explanation	Riddles Recount Letter writing	Fable and narrative Letter Setting description Character description	Narrative in the first person <b>Non-chronological report (in History learning)</b>	Non-chronological report Recount Poetry Letter	Letter Diary entry Character descriptions Adventure narrative	Persuasive writing Letter Diary
Poetry	<b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse  <b>Structure- limericks</b> <b>Written outcome:</b> Recite familiar limericks by heart		<b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse  <b>Structure- haiku, tanka and kennings</b> <b>Written outcome:</b> Read and write haiku, tanka and kennings		<b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse  <b>Reading Robin Recommends a Poem</b> <b>Written outcome:</b> Research a particular poet. Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems) <b>Life doesn't frighten me by Maya Angelo</b> <b>Wind on the hill by A.A Milne</b>	

Year 4	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Texts and genres	<p><b>The Wizard, The Ugly and the Book of Shame</b></p>  <p>Fantasy fiction</p>	<p><b>Blue John</b></p>  <p>Fiction</p>	<p><b>The Giant that Stirred</b></p>  <p>Fantasy Fiction Information Book</p>	<p><b>Leon and the Place Between</b></p>  <p>Fantasy Fiction</p>	<p><b>Gorilla</b></p>  <p>Fiction</p>	<p><b>Street Child</b></p>  <p>Historical Fiction</p>
Key writing focus	<p>Narrative writing</p> <p>Recount</p>	<p>Recount</p> <p>Letter writing - persuasion</p> <p>Explanation text</p>	<p>Narrative –</p> <p>Re-write story in role of a character</p> <p>Non-chronological report on volcanoes</p>	<p>Recount</p> <p>Diary writing</p>	<p>Narrative</p>	<p>Diary</p> <p>Letters</p> <p>Character descriptions</p> <p>Recounts</p> <p>Discussion</p>
Poetry	<p><b>Vocabulary building</b></p> <p><b>Written outcome:</b> read, write and perform free verse</p> <p><b>Structure- riddles</b></p> <p><b>Written outcome:</b> Read and write riddles</p> <p><i>What are heavy? By Christina Rossetti</i></p>	<p><b>Vocabulary building</b></p> <p><b>Written outcome:</b> read, write and perform free verse</p> <p><b>Structure- narrative poetry</b></p> <p><b>Written outcome:</b> Recite some narrative poetry by heart – read and respond</p>	<p><b>Vocabulary building</b></p> <p><b>Written outcome:</b> read, write and perform free verse</p> <p><b>Structure- narrative poetry</b></p> <p><b>Written outcome:</b> Recite some narrative poetry by heart – read and respond</p>	<p><b>Vocabulary building</b></p> <p><b>Written outcome:</b> read, write and perform free verse</p> <p><b>Reading Robin Recommends a Poem</b></p> <p><b>Written outcome:</b> Research a particular poet. Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems)</p> <p><i>The Owl and the Pussy Cat by Edward Lear</i></p>		

Year 5	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Texts and genres	<p><b>The Darkest Dark – Chris Hadfield</b></p>  <p>Biography Auto-Biography</p>	<p><b>Sinbad the Sailor – Marcia Williams</b></p>  <p>Myth</p>	<p><b>Shackleton's Journey</b></p>  <p>Biography</p>	<p><b>The Lost Happy Endings</b></p>  <p>Humorous fiction</p>	<p><b>The Paperbag Prince</b></p>  <p>Science fiction</p>	<p><b>The Hunter</b></p>  <p>Fiction</p>
Key writing focus	<p>Biography Non-chronological report on Space (linked to Science)</p>	<p>Myths and Legends</p>	<p>Instructions Explanation Text</p>	<p>Narrative from literary heritage – Traditional tales</p>	<p>Persuasion</p>	<p>Discussion</p>
Poetry	<p><b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <i>The Tyger by William Blake</i> <b>Structure- cinquain</b> <b>Written outcome:</b> Read and respond to cinquains. Experiment with writing their own.</p>	<p><b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <b>Structure- spoken word poetry/rap</b> <b>Written outcome:</b> listen to, read and respond to raps. Experiment with writing their own.</p>	<p><b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <b>Reading Robin Recommends a Poem</b> <b>Written outcome:</b> Research a particular poet. Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems) <i>Jabberwocky by Lewis Carroll</i></p>	<p><b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <b>Reading Robin Recommends a Poem</b> <b>Written outcome:</b> Research a particular poet. Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems) <i>Jabberwocky by Lewis Carroll</i></p>	<p><b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <b>Reading Robin Recommends a Poem</b> <b>Written outcome:</b> Research a particular poet. Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems) <i>Jabberwocky by Lewis Carroll</i></p>	<p><b>Vocabulary building</b> <b>Written outcome:</b> read, write and perform free verse <b>Reading Robin Recommends a Poem</b> <b>Written outcome:</b> Research a particular poet. Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems) <i>Jabberwocky by Lewis Carroll</i></p>

Year 6	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Texts and genres	<p><b>Matchbox Diary</b></p>  <p>Historical fiction</p>	<p><b>Sky Chasers</b></p>  <p>Historical fiction</p> <p><b>Finding Winnie</b></p>  <p>Biographical fiction</p>	<p><b>Can We Save the Tiger</b></p>  <p>Non-fiction</p> <p><b>Erika's Story</b></p>  <p>Historical fiction</p>	<p><b>The Selfish Giant</b></p>  <p>Classic fiction</p> <p><b>Island</b></p>  <p>Non Fiction</p>	<p><b>Manfish</b></p>  <p>Biography</p> <p><b>Macbeth</b></p>  <p>Classic</p>	<p><b>Star of Fear, Star of Hope</b></p>  <p>Historical fiction</p>
Key writing focus	Recount	Narrative Biography	Information Booklet Balanced Argument persuasive letter <b>Discussion</b> Diary Entry	Narrative Non-chronological Report	Explanation Biography	Flashback Diary entry Eye-witness account
Poetry	Vocabulary building Written outcome: read, write and perform free verse  <b>The Fish by Elizabeth Bishop</b> <b>We refugees by Benjamin Zephaniah</b>		Vocabulary building Written outcome: read, write and perform free verse Structure- monologues <b>William Shakespeare's A Midsummer Night's Dream</b> Written outcome: Read and respond		Reading Robin Recommends a Poem Written outcome: Research a particular poet. Personal response to poetry and the work of a particular poet. Recite familiar poems off by heart (linked to curriculum themes and also well-known children's poems) <b>The Listeners by Walter de la Mare</b>	



The Highway Man by Alfred Noyes