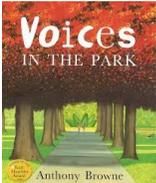


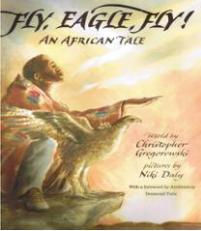
# English overview

	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> <li>Listen to and join in with stories and poems, one-to-one and also in small groups.</li> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories with increasing attention and recall.</li> <li>Show an awareness of rhyme and alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>Develop awareness of the way stories are structured.</li> <li>Recognise familiar words and signs such as own name and advertising logos.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Describe main story settings, events and principal characters.</li> <li>Know information can be relayed in the form of print.</li> <li>Hear and say the initial sound in words.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary and forms of speech that are increasingly influenced by experiences of books.</li> <li>Segment the sounds in simple words and blend them together and know which letters represent some of them</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy an increasing range of books.</li> <li>Know that information can be retrieved from books and computers.</li> <li>Read and understand simple sentences</li> </ul> 
Year 1	<ul style="list-style-type: none"> <li><b>Traditional Tales</b> Writing own versions of traditional tales, such as <i>Little Red Hen</i> and <i>Three Billy Goats Gruff</i>,</li> </ul>	<ul style="list-style-type: none"> <li><b>Stories involving Journeys</b> e.g: <i>Mr Gumpy's Motor Car</i> <i>I am Amelia Earhart</i> <i>Journey</i> <i>The Naughty Bus</i> Writing own versions of the stories; change events in the stories and write about the different characters</li> </ul> 	<ul style="list-style-type: none"> <li><b>Stories about Heroes and Heroines</b> e.g. diary entry – a day in the life of a superhero</li> </ul>

# English overview

<p style="text-align: center; font-size: 2em; color: white;">Year 2</p>	<ul style="list-style-type: none"> <li>• <b><u>Stories from Other Cultures</u></b>            Related to festivals            e.g. Diwali, Hanukkah and Christmas  </li> <li>• <b><u>Invitations</u></b>            Writing to teachers and other children to invite them to celebrate festivals  </li> <li>• <b><u>Recipes</u></b>            Party food            Special meals            Writing recipes based on cooking carried out in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Fiction and Non-Fiction about animals</u></b>            Fact files on animals studied            Leaflets on how to look after a pet  </li> <li>• <b><u>Poetry</u></b>            Animal poems, children write their own versions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Fiction and Non Fiction about Under the Sea</u></b>            Books such as <i>A Commotion in the Ocean</i> or <i>The Fish who could wish</i>            Stories about pirates            Information leaflet about sea life  </li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Recounts</u></b> (<i>re-telling a real event</i>)            Write letters or diary entries as famous people describing events from the past.   <i>Great Fire of London 1666</i></li> <li>• <b><u>Poetry</u></b>            Classic poems written by famous poets from the past. The children write their own poems based on those read.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Stories from Around The World</u></b>            e.g. <i>Red Riding Hood</i> from England  <i>The Rabbit who stole the fire</i> – A native American story.  <i>Chinese New Year</i>            Plan and write stories based on those read. Look at different characters and write character profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Riddles/ Poetry</u></b>            Look at different riddles or poems about animals such as ‘Who am I?’</li> <li>• <b><u>Author Study</u></b>            Look at the work of one or two authors, e.g. Anthony Browne and Ronda Armitage. Study the kinds of stories the author writes and how the illustrations add to the story.  </li> </ul>

# English overview

<p style="text-align: center; font-size: 2em;">Year 3</p>	<ul style="list-style-type: none"> <li>• <b><u>Non – chronological reports</u></b>            Information texts based on famous people studied or London.</li> </ul> <div style="text-align: center;">  <p><i>Mary Seacole</i></p> </div>	<ul style="list-style-type: none"> <li>• <b><u>Instructions</u></b>            e.g. Write instructions on how to make a puppet</li> <li>• <b><u>Play scripts</u></b>            Create a short story using puppets they have made.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Non - Fiction texts</u></b>            Learn how to produce an advert or poster to persuade people to go on a seaside holiday.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Narrative Writing</u></b>            Read <i>The Iron Man</i> and write a character description  <i>Stone Age Boy</i>            Write a story set in the Stone Age</li> </ul> <div style="display: flex; align-items: center;">  <div style="font-size: 0.8em;"> <p>Read <i>The Iron Man</i> and write a character description  <i>Stone Age Boy</i>            Write a story set in the Stone Age</p> </div> </div> <ul style="list-style-type: none"> <li>• <b><u>Instructions</u></b>            Read instructions for a variety of games. Write instructions for a game they have devised and made themselves</li> <li>• <b><u>Poetry</u></b>            Shape poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Folk tales –</u></b>            Read <i>Fly Eagle Fly</i>, a traditional African story. Learn to describe characters and setting in depth and to write from the point of view of the characters.</li> </ul> <div style="display: flex; align-items: center;">  <div style="font-size: 0.8em;"> <p>Read <i>Fly Eagle Fly</i>, a traditional African story. Learn to describe characters and setting in depth and to write from the point of view of the characters.</p> </div> </div> <ul style="list-style-type: none"> <li>• <b><u>Non-Fiction –</u></b>            Take part in class discussions for and against an issue relating to our environment. Write information booklets about Hinduism.</li> <li>• <b><u>Poems on a theme</u></b>            Write and perform a range of poems based on topic of Our World</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Narrative – mystery stories</u></b>            Read mystery stories and use these as a model for their own.</li> <li>• <b><u>Speaking and listening – drama and role play.</u></b></li> <li>• <b><u>Non fiction</u></b>            Look at the features of Information books on Ancient Egyptian topic            Write their own information page</li> </ul>

# English overview

Year 4

- **Fantasy texts**  
*Krindlekrax*- learn to describe character and settings. Create new worlds to describe

- **Historical texts** – Learning about Boudicca, a Celtic queen, Romans and Roman life. Writing their own information texts.



- **Newspapers and Magazines**– Creating a news article about a Roman event. E.g. Battle between the Romans and the Iceni Tribe.

- **Plays**  
 Reading, writing and performing play scripts.



- **Traditional Stories**  
 Versions of *Beowulf*, a Viking saga; Norse stories. Use these as the basis for their own writing

- **Non Fiction**  
 Children research Information on Anglo Saxon laws and how this links to British Values now
- They create fact files about Viking and Anglo Saxon life

- **Poetry**  
 Read Viking poetry such as Edda and The Kalevala and Saxon Kennings  
 Write their own poems using a similar structure



- **Persuasive texts**  
 Write adverts for food they have researched and made to sell to their families

- **Discussion**  
 Debate the issues around 'junk' food. Write arguments to express their point of view.



- **Twisted fairy tales**  
 Read variations of traditional fairy tales – looking at the 'twist' in the stories  
 They write alternate versions of familiar tales.



# English overview

Year 5

- **Narrative**  
Explore the story of 'The Boy in the Girls Bathroom' by Louis Sachar and developing understanding of character, plot and style.
- **Poetry**  
Read a variety of narrative poems, and write their own poetry using different techniques they will have identified and developed
- **Short Stories**  
Read short stories including challenging illustrated texts such as *Way Home* or stories by Michael Foreman  
Write their own short stories on similar themes.
- **Persuasive writing**  
Create an advert to help sell a chocolate product of their own devising  
Develop skills for persuasive writing and learn how to organise and present their work.

- **Newspaper articles**  
Write a newspaper article about natural disasters.



- **Explanatory writing**  
Write an explanation about the cause and effects of climate change.
- **Poetry**  
Learn about performance poetry and study different features and styles of poetry

Write their own poems to be performed, based upon natural disasters.

- **Narrative**  
Write an alternative chapter of a novel such as *Kensucke's Kingdom*



- **Myths and Legends**  
Children explore Ancient Greek myths and legends. They study the different features of legends and write in the style of a legend.

- **Poetry**  
Read a variety of structured poems

They study the different structures and use these as a model for their own

- **Information texts**  
Look at the key aspects of writing information texts  
Use these skills to create their own information booklet based on Ancient Greek life



# English overview

Year 6

- **Historical fiction**

This unit involves an in-depth reading and study of a wartime novel such as *Friend or Foe* by Michael Morpurgo, writing their own war stories, with a focus on characterisation and plot.

- **Classic Narrative Poetry**

Read , learn and perform narrative poems and use these to stimulate their own writing.



- **Persuasion**

Practice persuasive writing techniques and then use them to write persuasive letters on relevant topics of interest to them

- **Non-Chronological report**

Practice writing non-fiction texts about rainforest animals and create a report about an imaginary creature of their own devising.

- **Narrative Writing**



Read traditional tales involving real and mythical creatures. They write their own animal tales, based on those read.

- **Poetry**

Explore the use of similes and metaphors to create imagery and use these to write their own personification poems.

- **Journalistic Writing**

Research an aspect of the rainforest and write a newspaper article

- **News report**

Write a newspaper article about a real life school event or trip

- **Instructions**

Revisit instruction writing, and write own set of instructions as part of their DT project

- **Biography and Autobiography**

Research features of biographies and autobiographies through reading  
 They interview family members and staff and then write their biographies

- **Suspense Writing**

Read variety of short suspense stories to use as a model for their own