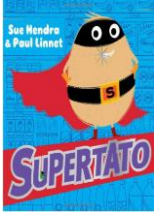
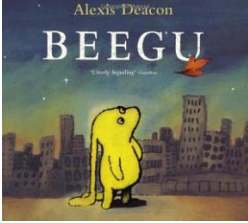
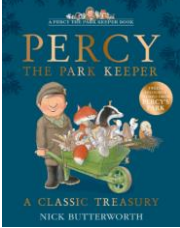
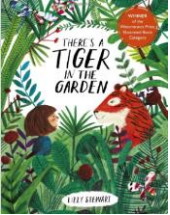
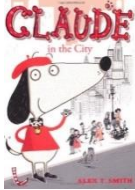

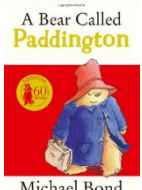






# Year 1 – 6 English Overview

Topics		<u>Dinosaur Planet</u>	<u>Celebrations</u>	<u>Superheroes</u>	<u>Moon Zoom</u>	<u>Enchanted woodland</u>	<u>Paws, Claws and Whiskers</u>
<u>Year 1</u>	Writing Purpose, outcomes and core texts	RWI writing	RWI writing	<p><b>Supertato</b></p>  <p>Wanted posters</p> <p>Character description</p> <p>Recount</p>	<p><b>Beegu</b></p>  <p>Letter</p> <p>Diary writing (Recount)</p>	<p><b>Percy the park keeper</b></p>  <p>Fact file on British woodland animal</p> <p>Narrative</p>	<p><b>There's a tiger in the garden</b></p>  <p>Fact files</p> <p>Non-fiction writing</p>
	Reading for Pleasure		<p><b>Claude in the City</b></p> 	<p><b>Genie and Teeny</b></p> 	<p><b>A Bear called Paddington</b></p>  <p>Michael Bond</p>	<p><b>Rabbit and Bear</b></p>  <p>Julian Gough &amp; Jim Field</p>	<p><b>Hotel Flamingo</b></p> 

<p><b>Books to experiences</b></p>	<ul style="list-style-type: none"> <li>➤ Dear dinosaur</li> <li>➤ There's dinosaurs in my school</li> <li>➤ Ten little dinosaurs</li> <li>➤ The tyrannosaurus drip</li> <li>➤ Stomp chomp big roars here come the dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cake</li> <li>➤ The Best Diwali Ever</li> <li>➤ The Most Exciting Eid</li> <li>➤ Uncle Bobby's Wedding</li> <li>➤ Julian at the Wedding</li> <li>➤ Little Glow</li> <li>➤ Celebrations around the World</li> </ul>	<ul style="list-style-type: none"> <li>➤ Elliot midnight super hero</li> <li>➤ Juniper Jupiter</li> <li>➤ George saves the world by lunch time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Man on the moon</li> <li>➤ Field trip to the moon</li> <li>➤ The darkest dark</li> <li>➤ The marvellous moon map</li> <li>➤ The way back home</li> <li>➤ Meet the Planets</li> <li>➤ Big Dreams, Little People – Neil Armstrong</li> </ul>	<ul style="list-style-type: none"> <li>➤ Percy the Park Keeper</li> <li>➤ Owl Babies</li> </ul>	<ul style="list-style-type: none"> <li>➤ The lion inside</li> <li>➤ Never tickle a tiger</li> <li>➤ Augustus and his smile</li> <li>➤ Mr tiger goes wild</li> <li>➤ A lion in my cornflakes</li> </ul>
<p><b>Whole class</b></p>	<p>Read Write Inc Guided reading throughout year.</p>					

		<b>Curriculum Skills</b>	<b>Curriculum Skills</b>	<b>Curriculum Skills</b>	<b>Curriculum Skills</b>	<b>Curriculum Skills</b>	<b>Curriculum Skills</b>
		<ul style="list-style-type: none"> <li>➤ saying out loud what they are going to write about</li> <li>➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>➤ composing a sentence orally before writing it</li> <li>➤ leaving spaces between words</li> <li>➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>➤ discuss what they have written with the teacher or other pupils</li> <li>➤ read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>➤ re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>➤ sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>➤ joining words and joining clauses using 'and'</li> </ul>

<b>Topics</b>		<u>Land Ahoy!</u>	<u>Amazing Africa</u>	<u>Muck, Mess and Mixtures</u>	<u>Fire, Fire!</u>	<u>Castles</u>	<u>Our Planet</u>
	<b>Writing Purpose,</b>			Revolting Recipes			

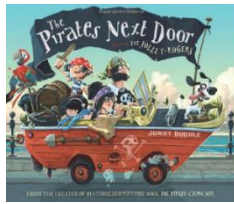
**Year  
2**

**outcomes  
and core  
texts**

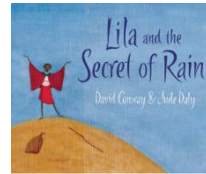
Grandad's Island  
- Recount



The Pirate's Next  
Door - letter



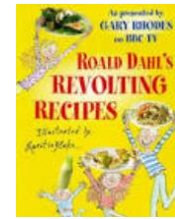
Lila and The Secret  
of the Rain -  
narrative



Meerkat Mail -  
postcards/letters



Instructions



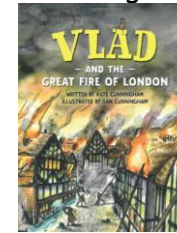
Narrative



The Great Fire of  
London -  
chronological  
report



Vlad and the  
Great Fire of  
London - Diary  
entry



Warwick Castle  
Trip - recount



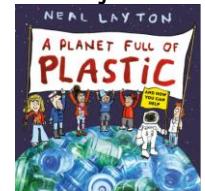
Once Upon a  
Dragon's Fire -  
narrative



There's a Rang-tan  
in my Bedroom -  
letter  
Non-chronological  
report



Planet full of  
Plastic -  
information  
leaflets



**Whole  
class  
guided  
reading**

The Dark



Orion and the  
Dark

Lost and Found



The Storm Whale

Ocean Meets Sky



The Barnabus Project

The Bear and the  
Piano



Lights on Cotton  
Rock

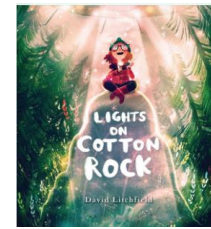
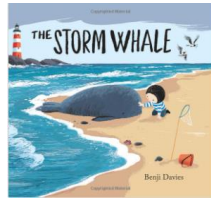
Hansel and Gretel



Voices in the Park

The Owl who was  
Afraid of the Dark





Reading for pleasure

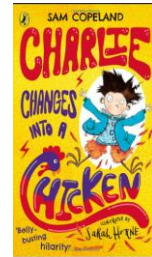
George's Marvellous Medicine



The Christmasaurus



Charlie Changes into a Chicken



The BFG



The Boy Who Grew Dragons



The Creakers



Curriculum skills

- Use adjectives, adverbs and expanded noun

Curriculum skills

- Narrative features developed including opening,

Curriculum skills

- Write narratives about personal experiences and

Curriculum skills

- Writing about real events

Curriculum skills

- Writing about real events



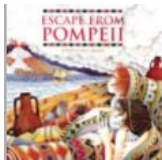
Curriculum skills

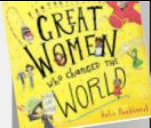
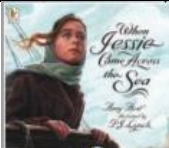

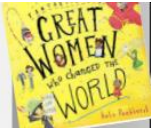

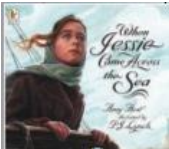
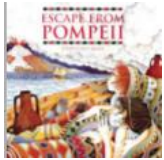
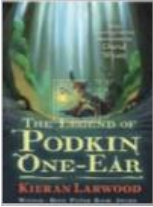
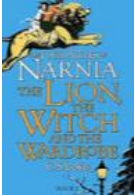

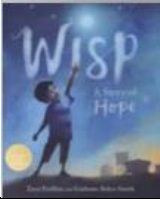
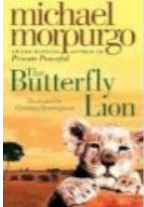
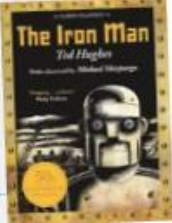
- Use specific vocabulary linked to the



		<p>phrases to describe</p> <ul style="list-style-type: none"> <li>➤ Consistent use of verb tense</li> <li>➤ Use capital letters for other proper nouns (e.g. days of the week, months, names, place names)</li> <li>➤ Variety of simple conjunctions being used - Subordination (when, if, that, because) and coordination (or, and, but).</li> </ul>	<p>middle and ending and events in a chronological order</p> <ul style="list-style-type: none"> <li>➤ Variety of sentence openers</li> <li>➤ Consistent use of verb tense</li> <li>➤ To use question marks and exclamation marks, realising their effect on the reader</li> </ul>	<p>those of others (real and fictional)</p> <ul style="list-style-type: none"> <li>➤ Narrative features developed including opening, middle and ending and events in a chronological order</li> <li>➤ Use full stops, finger spaces and capital letters in sentences.</li> <li>➤ Use commas to separate an item in a list</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses capital letters for other proper nouns</li> <li>➤ Consistent use of verb tense</li> <li>➤ Use adjectives, adverbs and expanded noun phrases to describe</li> <li>➤ Uses apostrophes to mark where letters are missing (omission) – simple common contractions</li> <li>➤ Use capital letters for personal pronoun I</li> <li>➤ Use some specific vocabulary linked to the topic in non-</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write narratives about personal experiences</li> <li>➤ Consistent use of verb tense</li> <li>➤ Use adjectives, adverbs and expanded noun phrases to describe</li> <li>➤ Variety of simple conjunctions being used - Subordination (when, if, that, because) and coordination (or, and, but).</li> </ul>	<p>topic in non-narrative writing</p> <ul style="list-style-type: none"> <li>➤ To use question marks and exclamation marks, realising their effect on the reader</li> </ul>
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					narrative writing		
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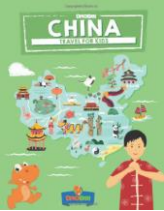


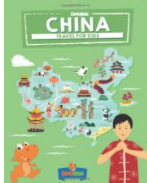







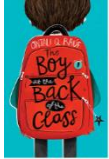
Topics		<u>Stone Age</u>	<u>Heroes and Villains</u>	<u>The Golden Ticket</u>	<u>Flow</u>	<u>Romans Rock</u>	<u>Romans Rock</u>
<u>Year</u> <u>3</u>	Writing Purpose, outcomes and core texts	<u>Stone Age Boy</u> 	<u>Great Women who Change the World</u>	<u>Charlie and the Chocolate Factory</u> 	<u>When Jessie came across the sea</u>	<u>Escape from Pompeii</u> 	<u>Roman Soldier's Handbook</u> Guidebook for a Roman soldier

		<p>1. Stone Age Fact File. <i>Using headings and subheadings.</i></p> <p>2. Retell /Innovation of Class Book.</p> <p>3. Myth inspired by Stonehenge activities.</p>	 <p>1. Diary entry</p> <p>2. Letters</p> <p>3. Biography</p> <p>4. Innovation of a Christmas Carol</p> <p><i>Synonyms, commas in lists, write paragraphs</i></p>	<p>Innovation: the story of Icarus</p> <p>Fact File: Greek Gods. <i>Using headings and subheadings</i></p>	 <p>Letter writing</p> <p>Innovation and narrative</p> <p>Plot points</p> <p>Effective planning</p> <p>Poetry</p>	<p>Narrative – Eyewitness experience of Pompeii.</p> <p>Newspaper reports.</p>	<p>Non-chronological reports</p>
<b>Whole class guided reading</b>	<p>The Stone Age</p> 	<p>Great Women who Change the World</p> 	<p>Charlie and the Chocolate Factory</p> 	<p>When Jessie came across the sea</p> 	<p>Escape from Pompeii</p> 	<p>Roman Soldier's Handbook</p>	
<b>Reading for pleasure</b>	<p>Podkin One Ear.</p> 	<p>The Lion Witch and the Wardrobe</p> 	<p>Harry Potter</p> 	<p>Harry Potter</p> <p>Whisp</p> 	<p>The Butterfly Lion.</p> 	<p>Iron man</p> 	
		<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>
		<p>Discussing writing similar to that which they are planning to write in</p>	<p>➤ Discussing and recording ideas</p>	<p>➤ Composing and rehearsing sentences orally (including</p>	<p>➤ Organising paragraphs around a theme</p>	<p>➤ In narratives, creating settings,</p>	<p>➤ In non-narrative material, using simple</p>

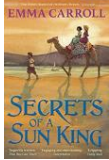
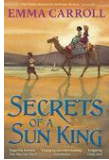


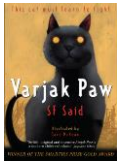



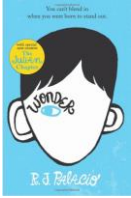




	<p>order to understand and learn from its structure, vocabulary and grammar</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<ul style="list-style-type: none"> <li>➤ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>➤ using and punctuating direct speech</li> </ul>	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>English appendix 2</p> <ul style="list-style-type: none"> <li>➤ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>➤ using the present perfect form of verbs in contrast to the past tense</li> <li>➤ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<p>characters and plot</p> <ul style="list-style-type: none"> <li>➤ using conjunctions, adverbs and prepositions to express time and cause</li> <li>➤ indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	<p>organisational devices [for example, headings and sub-headings]</p> <ul style="list-style-type: none"> <li>➤ using fronted adverbials</li> <li>➤ using commas after fronted adverbials</li> </ul>
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Topics		<u>Road trip to Asia</u>	<u>Potions</u>	<u>Vikings</u>	<u>1066</u>	<u>Mighty Mountains</u>	<u>Blue Abyss</u>
	<b>Writing Purpose, outcomes</b>	Narrative: The Four Dragons	Narrative: Snow White	Narrative: The Dragon Slayer (Literacy Shed)	Narrative: The dragons hoard. Viking Legend	Narrative: Everest – Narrative (progression)	Narrative: The seal woman (The

<b>Year</b> <b>4</b>	<b>and core texts</b>	<b>Purpose:</b> To entertain  Non-chronological reports- Class countries  <b>Purpose:</b> To inform  	<b>Purpose:</b> setting description  Poetry: Song of the Witches – hamlet  <b>Purpose:</b> To entertain  	<b>Purpose:</b> To entertain  Recount: Diary entry  <b>Purpose:</b> To inform  	<b>Purpose:</b> To entertain  Newspaper Report/Recount: Battle of Hastings  <b>Purpose:</b> To inform  	<b>Purpose:</b> To entertain  Persuasive Letter:  <b>Purpose:</b> To persuade  story telling curriculum).  <b>Purpose:</b> To entertain  Auto-biography (Sir David Attenborough)  <b>Purpose:</b> To inform-	
	<b>Whole class guided reading</b>	China/Japan Travel for Kids  	The nothing to see here hotel  	The Dragons Hoard  	The Indian in cupboard  	The Firework Makers Daughter  	Kensuke's kingdom  
	<b>Reading for pleasure</b>	James and the Giant Peach  	The Witches  	The secret Dragon  	The Boy at the Back of the Class  	The Girl Who Speaks Bear  	The Boy who Swam with Piranhas  
		<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>
		➤ Discussing writing similar to that which they	➤ Composing and rehearsing	➤ In narratives, creating settings,	➤ Proposing changes to grammar and	➤ Extending the range of sentences with	➤ organising paragraphs

		<p>are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>➤ Discussing and recording ideas</li> <li>➤ In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>➤ Using conjunctions, adverbs and prepositions to express time and cause</li> </ul>	<p>sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</p> <ul style="list-style-type: none"> <li>➤</li> </ul>	<p>characters and plot</p> <ul style="list-style-type: none"> <li>➤ Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>➤ Indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> <li>➤ Using the present perfect form of verbs in contrast to the past tense</li> <li>➤ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<p>more than one clause by using a wider range of conjunctions, including: when, if, because, although</p>	<p>around a theme</p> <ul style="list-style-type: none"> <li>➤ Using fronted adverbials</li> <li>➤ Using commas after fronted adverbials</li> <li>➤ Using and punctuating direct speech</li> </ul>
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Topics		<u>Egypt</u>	<u>Egypt</u>	<u>Extreme Earth</u>	<u>Roadtrip USA</u>	<u>Space</u>	<u>Tudors</u>
<u>Year</u> <u>5</u>	Writing Purpose, outcomes and core texts	Writing to inform  Newspaper report  Writing to entertain Monster poetry (Halloween)	Writing to entertain Narrative Quest  Writing to inform - non chronological report Ancient Egypt Valley of Kings  Writing to inform Diary SoSK character	Writing to persuade: Tourist leaflet about Yellowstone  Writing to Persuade: Formal letter to persuade	Writing to entertain: Narrative – legend  Writing to inform: newspaper report about Holes  Writing to entertain: diary entry of Stanley	Writing to inform Katherine Johnson biography (Stimulus: Counting on Katherine)  Writing to entertain: Alma - Narrative	Writing to entertain: Narrative – Henry VIII Tudors
	Whole class guided reading	Secrets of the Sun King 	Secrets of the Sun King 	Boy in the Tower 	Holes 	Varjak paw 	Last Wild 
	Reading for pleasure	The Night Bus Hero 	Tom's Midnight Garden 	Wonder 	Journey to Jo'berg  her	Tin 	
		<b>Curriculum Skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>	<b>Curriculum skills</b>

		<ul style="list-style-type: none"> <li>➤ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>➤ Using the perfect form of verbs to mark relationships of time and cause</li> <li>➤ Using expanded noun phrases to convey complicated information concisely</li> <li>➤ Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>➤ Using a colon to introduce a list</li> <li>➤ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>➤ Clause manipulation</li> <li>➤ Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>➤ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>➤ Using modal verbs or adverbs to indicate degrees of possibility</li> <li>➤ Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>➤ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>➤ Using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using a wide range of devices to build cohesion within and across paragraphs</li> <li>➤ Using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>➤ Using hyphens to avoid ambiguity</li> </ul>
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		➤ punctuating bullet points consistently			➤ Using passive verbs to affect the presentation of information in a sentence		
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Topics		<u>Hola Mexico</u>	<u>War</u>	<u>Circulatory system</u>	<u>Rainforest</u>	<u>Darwin's delights</u>	<u>Victorians</u>
<u>Year</u> <b>6</b>	<b>Writing Purpose, outcomes and core texts</b>	Writing to persuade <b>Purpose:</b> Writing to entertain – God Mother Death  Mexico – The Land And The People: Non-chronological report  <b>Purpose:</b> Writing to inform	The Christmas Truce – Story telling curriculum  <b>Purpose:</b> Writing to entertain	Circulatory System  <b>Purpose:</b> Writing to inform  Pig heart boy  <b>Purpose:</b> Persuasive letter	Research based: – non chronological report  <b>Purpose:</b> Writing to inform	<b>Purpose:</b> Writing to inform  <b>Purpose:</b> Writing to entertain  Narrative	<b>Purpose:</b> Writing to inform  <b>Purpose:</b> Writing to persuade
	<b>Whole class guided reading</b>	Mexico – the land and the people.  	I am David  	Pig heart boy by Malorie Blackman  	No Ballet shoes in Syria.  	Beowulf  	Street Child  
	<b>Reading for pleasure</b>	The 1000 Year old  	The 1000 Year old  	Rooftoppers  	Rooftoppers  	Goldfish Boy  	Letters from the Lighthouse  

		Curriculum skills	Curriculum skills	Curriculum skills	Curriculum skills	Curriculum skills	Curriculum skills
		<ul style="list-style-type: none"> <li>➤ assessing the effectiveness of their own and others' writing</li> <li>➤ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>➤ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>➤ Using brackets, dashes or commas to indicate parenthesis</li> <li>➤ Punctuating bullet points consistently</li> </ul>	<ul style="list-style-type: none"> <li>➤ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>➤ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>➤ Proposing changes to vocabulary, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using a wide range of devices to build cohesion within and across paragraphs</li> <li>➤ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>➤ Proofread for spelling and punctuation errors</li> <li>➤ Recognising vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>➤ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>➤ Using hyphens to avoid ambiguity</li> <li>➤ Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>➤ Using a colon to introduce a list</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using passive verbs to affect the presentation of information in a sentence</li> <li>➤ Using expanded noun phrases to convey complicated information concisely</li> <li>➤ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using the perfect form of verbs to mark relationships of time and cause</li> <li>➤ Using modal verbs or adverbs to indicate degrees of possibility</li> <li>➤ Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>

		<ul style="list-style-type: none"> <li>➤ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>➤ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>➤ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<p>to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> <li>➤ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<p>and structures that are appropriate for formal speech and writing, including subjunctive forms</p>		<p>relative pronoun</p>	
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