

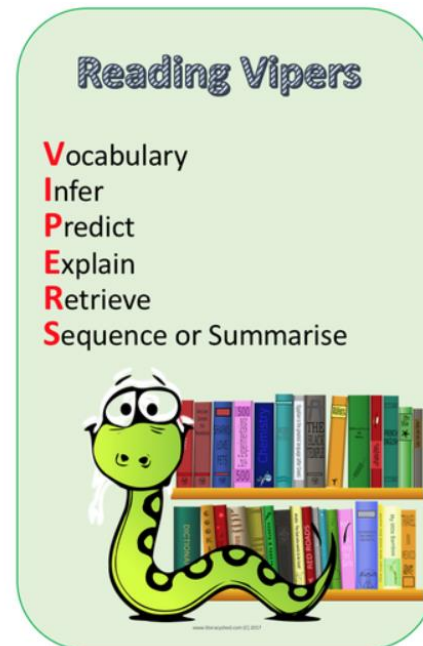
English Overview 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> •topic related sentences linking to a familiar story <p>Non fiction:</p> <ul style="list-style-type: none"> •captions, labels •simple facts •poetry: •rhyming CVC words 	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> •topic related sentences linking to a familiar story <p>Non fiction:</p> <ul style="list-style-type: none"> •captions, labels •simple facts •poetry: •rhyming CVC words 	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> •traditional tales <p>Non fiction:</p> <ul style="list-style-type: none"> •role play: menus, prescriptions, invitations, notes •lists <p>Poetry:</p> <ul style="list-style-type: none"> •rhyming CVC words •Julia Donaldson focus 	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> •traditional tales <p>Non fiction:</p> <ul style="list-style-type: none"> •role play: menus, prescriptions, invitations, notes •lists •recounts <p>Poetry:</p> <ul style="list-style-type: none"> •rhyming CVC words 	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> •fantasy sentence, e.g. If I had a flying carpet, I would go ... • simple stories <p>Non Fiction:</p> <ul style="list-style-type: none"> •letters in meaningful context, shared writing <p>Poetry</p> <ul style="list-style-type: none"> •changing words to alternative endings •poems from around the world 	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> •fantasy sentence, e.g. If I had a flying carpet, I would go ... • simple stories <p>Non Fiction:</p> <ul style="list-style-type: none"> •letters in meaningful context, shared writing <p>Poetry</p> <ul style="list-style-type: none"> •changing words to alternative endings •poems from around the world
Year 1	<p>Fiction- stories with familiar settings</p> <p>Stories with predictable phrasing and repeating patterns</p>	<p>Film study - The Girl with the Yellow Bag. setting description short narrative</p> <p>Labels, lists and signs</p> <p>Poems -rhyming couplets</p>	<p>Traditional tales</p> <p>Letters and description</p>	<p>Instructions</p> <p>Super Hero Comic Strip</p> <p>Poems about the senses -vocabulary building</p>	<p>Fantasy stories</p> <p>Information texts</p>	<p>Take one poet -poetry appreciation</p> <p>Film study - Owl Babies. narrative</p>
Year 2	<p>Traditional tales, fables with morals</p> <p>Information texts</p>	<p>Letters and postcards</p> <p>Instructions</p> <p>Take one poet -poetry appreciation</p>	<p>Fiction</p> <p>Recounts - first person</p>	<p>Information writing</p> <p>Film study <i>The Girl with the Yellow Bag</i></p>	<p>Stories by the same author</p> <p>Report – assemble information</p>	<p>Film study <i>The Bridge</i></p> <p>Poems</p>
Year 3	<p>Narrative -Stories from other cultures or</p>	<p>Poems from around the world</p>	<p>Recount- Diaries</p>	<p>Performance Poetry</p>	<p>Recounts-Newspaper reports film unit (Spy Fox)</p>	<p>Film study- The Black Hat (Narrative,</p>

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	<p>Stories by the same author</p> <p>Instructions and Explanations</p>	<p>Non chronological Reports</p> <p>Letters</p>	<p>Film Study-The Littlest Shoemaker (Persuasive adverts)</p>	<p>Information- Non chronological reports</p> <p>Book Study-The Miraculous Journey of Edward Tulane (narrative/letter writing)</p>	<p>Instructions and explanation</p> <p>Persuasion-Film unit For the Birds</p>	<p>character description, figurative language)</p> <p>Book study-The Iron Man-Ted Hughes (Description, action sequences, diary, instructions)</p>
Year 4	<p>Fables</p> <p>Information texts</p>	<p>Biography</p> <p>Poetry -syllabic form</p> <p>Film study (</p>	<p>Roman Myths and legends</p> <p>Newspaper Reports (Romans)</p>	<p>Performance Poetry</p> <p>Persuasive writing</p>	<p>Stories with Humour</p> <p>Chronological Reports</p> <p>List Poems and Kennings</p>	<p>Stories from other Cultures</p> <p>Film Study</p> <p>Odes and Insults Poems</p>
Year 5	<p>Classic Fiction</p> <p>Recounts</p> <p>Film Study</p>	<p>Instruction and Explanation</p> <p>Travel Writing</p> <p>Classic poetry</p>	<p>Faraway Fiction</p> <p>Argument and Debate</p>	<p>Reports and Journalistic writing</p> <p>Poetic Style</p>	<p>Autobiography</p> <p>Non Chronological Reports</p> <p>Plays</p>	<p>TV Journalism</p> <p>Letters and Correspondence</p>
Year 6	<p>Significant Author study (Philip Pullman)</p> <p>Fiction - outsiders</p> <p>Recounts – writing in role</p>	<p>Historical Fiction (WW1)</p> <p>Instruction and Explanation</p> <p>Choral and Performance Poetry</p>	<p>Flashbacks</p> <p>Film narrative (Francis)</p> <p>Narrative Poetry</p>	<p>Reports and Information</p> <p>Discussion and persuasion</p>	<p>Revision units</p> <p>Non Chronological Reports</p>	<p>Film Study (Titanium)</p> <p>Poet study -Emily Dickinson or Classic Fiction (link to end of year show)</p>

Guided reading – in addition to regular individual reading (three times weekly, more often according to need) in Key Stage 1 and lower key stage 2, all pupils in Key Stage 1 and 2 take part in weekly guided reading session where they use a range of activities to develop their reading comprehension skills. Children all have the opportunity to change their reading books daily in school, in addition to a weekly library session where they may also borrow books to take home. We use the Vipers approach to ensure all key skills are covered.



Grammar and spelling – all pupils in Key Stage 1 and 2 study the expectations of the grammar and spelling curriculum both within English lessons and in a discrete weekly 20 minute lesson.

Handwriting – is practised daily with a discrete weekly lesson of 20 minutes. We use a cursive handwriting style from Foundation Stage to year 6. Children first learn to form letters starting on the line and ending with a flick, when they are ready they learn to join

