

ENGLISH CURRICULUM OVERVIEW

Term	Autumn		Spring	Summer		
Reception	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>ELG: Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>					
Class 1	<p>Stories with familiar settings Traditional rhymes Range of non fiction texts</p> <p><i>Harry the Happy Mouse</i></p> <p><i>Rhymes linked to Ourselves- Head, Shoulders, knees and toes. If you happy and you know it. Nursery rhymes</i></p>	<p>Stories by the same author Non fiction texts - booklets Range of non fiction texts</p> <p>We're going on a Bear Hunt By Michael Rosen</p> <p>Little Rabbit Foo Foo – By Michael Rosen</p> <p>Traditional Christmas rhymes</p>	<p>Repetitive patterned stories Non chronological reports Range of non fiction texts</p> <p>The Train Ride by June Crebbin</p> <p>Traditional Nursery rhymes</p>	<p>Traditional Tales Non chronological reports Range of non fiction texts The three Little Pigs and variations- The true story of the three little pigs/ The three little wolves and the big bad pig.</p> <p>Other storybooks: The three Billy Goats Gruff Little Red Hen Little Red Riding Hood Goldilocks</p>	<p>Stories with Fantasy settings Poems on a theme Range of non fiction texts</p> <p>Where the Wild things are by Maurice Sendack</p> <p>How to catch a star by Oliver Jeffers</p>	<p>Classic stories Instructions Range of non fiction texts</p> <p>Handas surprise by William Browne</p>

<u>Class 2</u>	Animal Adventure Stories The way home for wolf Information texts/ Non-Chronological reports Focus: Wolves	Classic Poetry Duck's Ditty- Kenneth Grahame	Stories with the same author Katie Morag- Mairi Hedderwick	Instructions Poems on a theme The Sound Collector	Stories with familiar settings Anthony Browne- The Tunnel Persuasion Persuasive advert	Explanation texts Beach formation Poems with a structure Riddles
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<u>Class 3</u>	Fantasy - Firework-maker's daughter by Phillip Pullman Poetry Kennings, cinquain	Non- fiction Biographies 'Famous inventors and Scientists' (Links with Black history month – Katherine Johnson)	Fiction Fairy tales - Pied piper – Micheal Morpurgo	Non fiction Newspapers linked with classic poetry Macavity Poetry Classic poetry – Macavity – T.S. Elliot	Fiction Fables Hare and the tortoise (various authors) Non- fiction Explanation texts 'How to look after...'	Poetry Performance poetry
<u>Class 4</u>	Myths A study of a variety of myths and written outcome around an invented 'fight scene' Key text: 'The Adventures of Odysseus' by Hugh Lupton, Daniel Morden, Christina Balit Supplementary Text: Who Let the Gods out? Poetry with figurative language based on Kit Wright's Magic Box	Novel on a Theme 'an innovated chapter: The discovery of their own invention' Key text: 'The Invention of Hugo Cabaret' (Including integrated explanation text, and Interwoven poetry based on a model element)	Non Chronological Report Maya Civilization Focus class text: 'Rain Player' (<i>illustrated book - Mayan beliefs</i>) By David Wisniewski	Narrative – Poetry and Character Perspective 'The Highway Man' by Alfred Noyes	Non fiction Newspaper Writing Linked to 'The Highway Man' Non fiction Instruction writing Linked to the children's DT unit on 'adapting a recipe'	Historical Fiction – 'Outlaw' Michael Morpurgo
<u>Class 5</u>	Novel as a theme -The Nowhere Emporium by Ross McKenzie Biography	Integrated unit-Fiction/ Non Fiction Romeo and Juliet by William Shakespeare	Classic Fiction The Wizard of Oz by L. Frank Baum	Integrated unit-Fiction/ Non Fiction The 1000 year old boy by Ross Welford	Persuasion-Formal Review Wonder by RJ Palacio	Classic Narrative Poetry Peacock Pie by Walter de la Mare.