

English Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery							
Main Texts		Colour Monster – Anna Llenas Nursery rhymes	Cake - Sue Hendra Nursery rhymes	The Bear Who Had Never Seen Christmas – John Lewis Nursery rhymes	We Are Going on an Egg Hunt - Martha Mumford Nursery rhymes	The Very Hungry Caterpillar - Eric Carle Nursery rhymes	What the Ladybird Heard 3 Julia Donaldson Nursery rhymes
Year 1		Colour Monster - Anna Llenas Nursery rhymes	Little Glow - Katie Sahota and Harry Woodgate Nursery rhymes	Mama Panya’s Pancakes (a village tale from Kenya) - M and R Chamberlin Nursery rhymes	The Gingerbread Man Ladybird first book of tales Nursery rhymes	Jaspers Beanstalk Nick Butterworth Nursery rhymes	Dear Zoo – Rod Campbell Nursery rhymes
Year 2							
Listening and Attention							
CLL		Autumn		Spring		Summer	
Communication		I can listen to, enjoy and begin to join in with rhythmic patterns in rhymes and stories,		I can recognise and respond to many familiar environmental sounds. I can listen to, enjoy and begin to join in (using actions and words) with rhythmic patterns in rhymes and stories,		I can listen to familiar stories with increasing attention and recall I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories	
Understanding							
Language and Literacy Skill Development		I can select familiar objects by name and will go and find objects when asked, or identify objects from a group I can understand simple sentences (e.g. <i>Throw the ball</i>)		I am beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> I can understand who, what, where in simple questions (e.g. <i>Who’s that? Who can? What’s that? Where is?</i>) I am developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)		I can Understand use of objects (e.g. <i>Which one do we cut with?</i>) I show understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture I can respond to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> I am beginning to understand <i>why</i> and <i>how</i> questions	
Speaking – (Alongside Welcome and The Blank Language Scheme.)							
		I can use different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>) I am beginning to put two words together (e.g. <i>Want ball, More juice</i>) I am beginning to ask simple questions		I can use language to share feelings, experiences and thoughts I can use a variety of questions (e.g. <i>what, where, who</i>)		I am beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>) I am able to use language in recalling past experiences I can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)	
Reading							
Literacy		Autumn		Spring		Summer	
Literacy Skill Development		I am interested in and anticipates books and rhymes and may have my favourites I am beginning to join in with actions and sounds in familiar song and book sharing my experiences		I have favourite stories, rhymes, songs, poems or jingles I can repeat and uses actions, words or phrases from familiar stories		I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories I am beginning to be aware of the way stories are structured, and to tell my own stories I can talk about events and principal characters in stories and suggests how the story might end	
Writing							
		I am beginning to understand the cause and effect of my actions in mark making I know that the marks they make are of value I enjoy the sensory experience of making marks		I can distinguish between the different marks I make I enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.		I attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes I show interest in letters on keyboard, identifying the initial letter of my own name and other familiar words I am beginning to make letter-type shapes to represent the initial sound of my name and other familiar words	
Reception							
CLL Overview	TEXT	We’re Going on a Bear Hunt (1.3) Michael Rosen	Handa’s Surprise (1.7) Eileen Browne	Whatever Next! (2.0) Jill Murphy	Owl Babies (2.4) Martin Waddell	Oi! Get Off Our Train (2.4) John Burningham	Superworm (2.6) Julia Donaldson
	FIC	Retelling narrative	Sequencing Story	Describing setting	Innovating Text to write own version	Retelling narrative	Descriptive writing
	NFIC	Non Fiction: Bears		Space – information report		Recounts - Postcards	On-chronological report on worms
	PTRY		Sense Poetry		Rhyming words		Magic Box
Year One							
Reading /Writing	TEXT	Text: Little Red	Text: The Kindest Red Ibtihaj Muhammad	Room on the Broom 3.7 Julia Donaldson	The Tiger Who Came to Tea 3.2 Judith Kerr	Snail on the Whale 3.2 Julia Donaldson	Text: Jack and the Beanstalk 4.1 Richard Walker & Niamh Sharkey
	FIC	Character Description	Retell narrative	Setting description	Innovate narrative	Invention narrative	Invention narrative
	NFIC	Non-chronological report	Recount based on visit / personal experience	Instructions	Non-chronological report	Recount based on visit / personal experience	Instructions Text:
	PTRY	Sense poems		Poetry: Pattern and rhyme		Shape poems	

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Year Two							
Reading /Writing	TEXT	A Disgusting Sandwich 3.1 Gareth Edwards	The Day the Crayons Quit 3.8 Drew Daywalt	Amazing Grace 3.5 Mary Hoffman	Fantastic Mr Fox 4.1 Roald Dahl	The Tear Thief 4.3 Carol Anne Duffy	A Midsummer Night's Dream 4.9 Shakespeare Retold by Andrew Matthews
	FIC	Description	Innovate narrative	Innovate narrative	Character Description	Character Description	Fiction: Invention narrative
	NFIC	Instructions	Non-fiction: Letters	Recount based on visit / personal experience	Non-Chronological report	Non-fiction: Instructions	Non-fiction: Recount based on personal experience Text:
	PTRY	: Pattern and rhyme – linked to syllables		Narrative poems – Rumble in the Jungle		Classic poetry – My Shadow –Robert Louis Stevenson	
Year Three							
Reading /Writing	TEXT	Hansel and Gretel 4.4 Anthony Browne	The Twits 4.4 Roald Dahl	Journey to Jo-Burg 4.6 Beverley Naidoo	The Song of the Dolphin Boy 4.6 Elizabeth Laird	The Iron Man 4.7 Ted Hughes	Demon Dentist 4.8 David Walliams
	FIC	Retell traditional tale from a character's perspective.	Character Description	Innovate narrative	Playscript	Setting description	Invent / Innovate narrative
	NFIC	Non-Chronological report	Diary (written as Mrs Twit)	Letter [informal register]	Persuasion (report) based on a visit from Severn Trent. Text:	Explanation text [how to make an iron man work]	Letter [formal & informal register, writing as child and dentist
	PTRY	Narrative poem – Hansel and Gretel		Acrostic poem		Iron Man Brenda Williams	
Year Four							
Reading /Writing	TEXT	Friend or Foe 4.6 Michael Morpurgo	The Firework Maker's Daughter 5.3 Philip Pullman	Charlie and the Chocolate Factory 4.8 Roald Dahl	The Tempest 5.2 Martin Waddell	The Secrets of a Sun King 5.0 Emma Carroll	The train to impossible places: A cursed delivery 5.4 P.G. Bell
	FIC	Innovate narrative	Setting	Character flaw [description]	Playscripts	Flashback Narrative	Invent narrative
	NFIC	Evacuation diary inspired by a visit to Kingswood	Explanation Visit from the Fire Service.	Instructions inspired by a visit to Cadbury World	Diary	Non-chronological report	Informative and persuasive speech
	PTRY	Warning Jenny Joseph Free verse		Pattern and rhyme in the poems of Roald Dahl		The Walrus and the Carpenter Lewis Carroll Narrative Poetry	
Year Five							
Reading /Writing	TEXT	Kensuke's Kingdom (4.7) Michael Morpurgo	Street Child (5.1) Berlie Doherty	Stormbreaker (5.1) Anthony Horowitz	The Boy at the Back of the Class (5.4) Onjali Q. Raúf	Stig of the Dump (5.5) Clive King <small>This is supported by some interactive drama and dump building!</small>	Journey to the River Sea (5.6) Eva Ibbotson
	FIC	Narrative- own desert island story	Chapter Writing Using visits to Bilston Market and Blists Hill Victorian Town as focal points.	Suspense and mystery chapter writing	Innovate narrative	Setting description	Short story – different perspective
	NFIC	Diary [informal register]	One-sided argument written as a report [homelessness]	Letter [formal register]	Biography on author	Newspaper report	Non-chronological report
	PTRY	Free verse		Nonsense poem – Jabberwocky		The Raven – Edgar Allen Poe Narrative poetry	
Year Six							
Reading /Writing	TEXT	When the Sky Falls (5.4) Phil Earle	Macbeth – Shakespeare (5.8) Marcie Williams (Including script adapted version)	The Lion, the Witch and the Wardrobe (5.7) CS Lewis	Beowulf (7.0) Michael Morpurgo	The Dark is Rising (6.2) Susan Cooper	Northern Lights (6.2) Philip Pullman
	FIC	Chapter writing	Re-tell narrative – contemporary version	Portal narrative	Narrative – beating the baddy	Fantasy and Mystery (Ghost Narrative)	Untold story from Northern Lights
	NFIC	Diary (informal register)	Doctor's Report (formal register)	Non-fiction: Police report Police interview transcript	Letter (formal register)	Persuasive report	Newspaper Report
	PTRY	Poetry: Narrative poem The Listeners – Walter De La Mare			Narrative poem – epic poem (based on Beowulf)	Ballad - The Highway Man	