

English Curriculum Overview

Writing

Term/Topic	Autumn 1 Enchanted Woodland	Autumn 2 Dinosaur Planet	Spring 1 Bright Lights, Big City	Spring 2 Paws, Claws and Whiskers	Summer 1 Superheroes	Summer 2 Moon Zoom
Texts	Little Red Riding Hood – Brothers Grimm and Mike Gordon	Tyrannosaurus Drip – Julia Donaldson	Paddington at the Palace – Michael Bond	The Lion Inside – Rachel Bright and Jim Field The Tiger Who Came to Tea – Judith Kerr	Supertato – Sue Hendra Superheroes are Everywhere – Kamala Harris	How to Catch a Star – Oliver Jeffers
Writing outcomes	Sequence sentences to form short narratives – Quest Tale of Little Red Riding Hood Read their writing aloud, clearly enough to be heard by peers and teachers. – Enchanted Forest Setting Description.	Sequence sentences to form short narratives – Wishing Tale of Tyrannosaurus Drip To inform the reader about a dinosaur – Non-Chronological Report (Tyrannosaurus) To entertain a reader by creating simple poems – Dinosaur Poems	To inform the reader of an event – Diary account from Paddington’s Trip to London. To persuade a reader – Leaflet persuading people to visit London.	To retell a familiar story and use this to create a new story. – Tale of Fear of the Lion Inside. To Inform the reader of an event – invitation to a tea party.	To create a narrative, using short sentences with some description. – Conquering the Monster Tale of Supertato To inform the reader of an event – Newspaper Report of Castle Vale hero – link to Superheroes are Everywhere	To Entertain – retell Wishing Tale of How to Catch a Star, changing the character’s wish. To respond to a letter – Receive and respond to a letter from the International Space Centre. To create a poem – In the Style of Pie Corbett’s Space Poems.
Comprehension:	Reads back work using Phonic knowledge to blend sounds together.		Reads back sentences and can identify any missing words.		Sentences are constructed in a logical order.	
Composition and effect:	Saying out loud what they are going to write about Composing a sentence orally before writing it		Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher		Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.	
Editing and improving work:	Re-reading what they have written to check that it makes sense		Discuss what they have written with the teacher or other pupils		Discuss what they have written with the teacher or other pupils	
Grammar and punctuation:	Leave spaces between words Know what a sentence Identify nouns, verbs and adjectives CL and FS to mark sentences		CL for proper nouns and the pro-noun I Know what pronoun is Statements, questions and commands AND as a conjunction to join clauses.		Question marks and exclamation marks.	
Spelling	<ul style="list-style-type: none"> Phonics RWI: Set 1 and 2. Spell the days of the week Spell Set 1 and 2 Red Words. Write the correct letter for the names of letters in the alphabet. 		<ul style="list-style-type: none"> Phonics RWI: Teach Set 3. Spell Set 3 and 4 red Red Words. Know what a root word is. Use the spelling rule for 		<ul style="list-style-type: none"> Phonics: Revise alternative graphemes. Spell common exception words Adding er and eat to adjectives Compound words 	

	<ul style="list-style-type: none"> • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • Division of words into syllables 	<ul style="list-style-type: none"> adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (singular and plural) • using the prefix un– 	<ul style="list-style-type: none"> • Teach other digraphs and trigraphs not in letters and sounds scheme - See appendix NC • -tch and v the end of a word.
<p>Speaking and listening/ Drama:</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • select and use appropriate registers for effective communication. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s)

Reading

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Texts	Little Red Riding Hood – Brothers Grimm and Mike Gordon	Dinosaur Department Store – Richard Merritt and Lily Murray Where the Wild Things Are – Maurice Sendak	Last Stop on Market Street – Matt de la Pina The Town Mouse and the Country Mouse – Libby Walden and Richard Jones	The Tiger Who Came to Tea – Judith Kerr Puss in Boots – Ladybird's First Favourite Tales	Superheroes are Everywhere – Kamala Harris Superkid – Claire Freedman	Winnie in Space – Valerie Thomas Pie Corbett's Space Poems – Pie Corbett
Reading: Word reading:	<ul style="list-style-type: none"> Phonics: Phase 2, 3 and 4 revision. Read the days of the week Read phase 2, 3 and 4 TW • Say the correct names of letters in the alphabet and know the alphabet. apply phonic knowledge and skills as the route to decode words Read polysyllabic words. • Know other strategies other than phonics to decode unknown words. 		<ul style="list-style-type: none"> Phonics: Teach Phase 5 Read phase 5 tricky words Read words containing common suffixes and the prefix un-. Read words with contractions [for example, I'm, I'll, we'll Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 		<ul style="list-style-type: none"> Phonics: Revise phase 5 alternative graphemes. Read all common exception words Develop fluency, pace and expression when reading aloud. 	
Decoding	<ul style="list-style-type: none"> Use phonic knowledge to blend sounds together to read words, including long phonemes (Phases 2-5). Read the Year 1 common exception words 		<ul style="list-style-type: none"> Read familiar endings to words (s, es, ing, ed, er, est) Read words with contractions (I'm, we'll, I'll) 		<ul style="list-style-type: none"> Read other words with more than one syllable 	
Meaning	<ul style="list-style-type: none"> Recognise obvious story language (Once Upon a Time, big bad wolf) 		<ul style="list-style-type: none"> Recognise obvious story language (Once Upon a Time, big bad wolf) 		<ul style="list-style-type: none"> Discuss what new words mean, making new meaning to those words I already know 	
Understanding	<ul style="list-style-type: none"> Answer straight forward questions about a story 		<ul style="list-style-type: none"> Identify the main events or key points in a text 		<ul style="list-style-type: none"> Sequence the main points in the text and title Check that the text makes sense and correct myself when it doesn't. 	
Detecting	<ul style="list-style-type: none"> Recognise why a character is feeling a certain way 		<ul style="list-style-type: none"> Make simple predictions based on what I have read 		<ul style="list-style-type: none"> Make inferences from the text 	
Responding	<ul style="list-style-type: none"> Link what I read or hear read to my own experiences, with encouragement. Express opinions about main events and characters in a story Become very familiar with key stories, fairy stories and Traditional tales, and retell them and consider their particular features 		<ul style="list-style-type: none"> Appreciate rhymes and poems, and to recite some by heart Participate in discussions about what is read to me, taking turns and listening to what others say 		<ul style="list-style-type: none"> Identify and explain the key aspects of a text 	