

English overview 2023-2024

Writing genres:

| Genre/Forms | | | | | | |
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| Narrative Forms ballad, poetry, short story, myth, legend, science fiction, fantasy, fable, anecdote, information narrative | Recount Forms journal, diary, newspaper article, historical recount, biography, autobiography, memoir | Information report Forms descriptive report, scientific report, classifying report, historical report. | Procedure Forms instructions, recipe, directions, manual | Persuasion Forms exposition, discussion advertisement, letter to the editor, speech, newspaper article | Explanation Forms scientific writing, spoken presentation | Poetry |

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| Year A | Topics | Pshe Safety and Anti Bullying/Developing an understanding of empathy. | | Toys through time Kings and Queens PSHE - Risks/Emotions/Provoke thought and develop empathy for others and situations. | | Environment Responsibilities PSHE - Looking after our environment. Meteor Shower | |
| | | Autumn Term 1 (7 weeks) | Autumn Term 2 (7 weeks) | Spring Term 1 (6 weeks) | Spring Term 2 (6 weeks) | Summer Term 1 (6 weeks) | Summer Term 2 (7 weeks) |

Year
1/2

**Writing
(MAIN
UNITS)**
Taught in line
with Primary
National
Curriculum

Outcomes:
Writing in role (thought
bubbles and diary
entries)
Play script
Setting description
Poetry
Persuasive note
Advisory pamphlet
Letter
Writing a narrative
sequence, retelling the
story

Outcomes:
Recreate a story
Poetry
Persuasive letter
Narrative
Writing in role (diary
entries, postcards,
letters and
invitations)
Captions
Party preparations
(lists, invitations)

Outcomes:
Re-tell traditional
tales
Diary entry
Poetry - verse poem
and list poem -
shared Writing
Explanatory writing
Story morale
Alternative ending
Book review

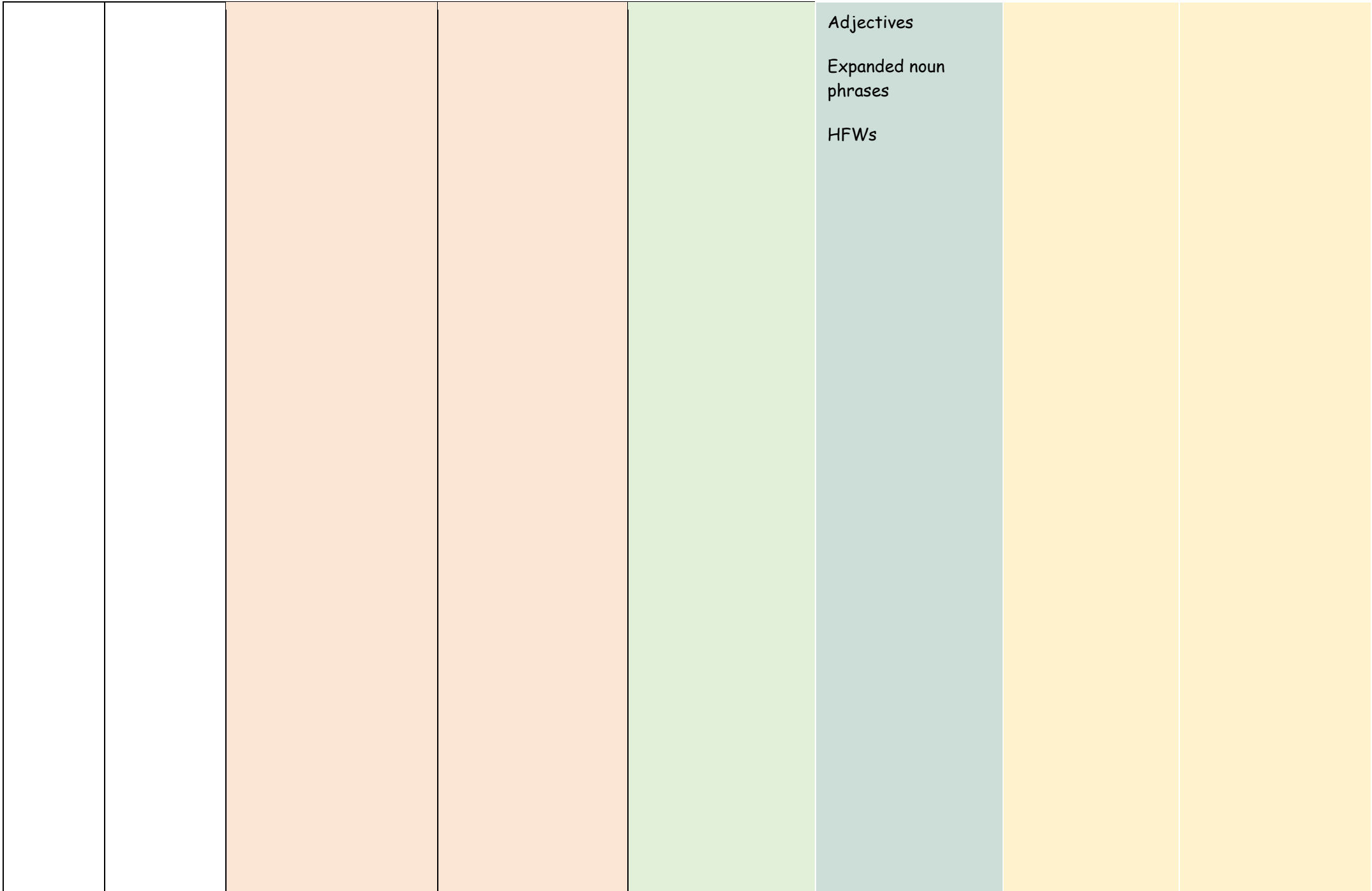
Outcomes:
Writing in Role
Non-chronological
report
Instruction writing
Persuasive letter
Story retell
Retelling from
alternative
perspectives
Narrative

Outcomes:
Fact and opinion
Personal recount
Narrative
Book language
Plan and write Non-
chronological
report
Instructions
Explanation text
Persuasive text
Book and Learning
Review

Outcomes:
Personal Narrative
Express opinion
Persuasive flyers
Explanation
Note taking
Writing in role
Poetry
Non-Fiction writing

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| | <p>Grammar coverage</p> | <p>SPAG Year 1 Presentation, capital letters, finger spaces, full stops, space and letter size. Alphabet name for letters</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> <p>SPAG Year 2 Full stops, capital letters, exclamation and question marks. Commas, commas within a list, sentences and the use of the word 'and'</p> | <p>SPAG Year 1 Word classes; nouns and verbs. Capital letters and their use for people, days, and months and the pronoun I.</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> <p>SPAG Year 2 Noun phrases, adjectives, double adjectives with a comma and an adjective after a noun. Conjunctions, both Subordination and Co-ordination.</p> | <p>SPAG Year 1 Combining words to make sentences, conjunctions 'and', but, or. Commands and exclamations, using punctuation, exclamation marks and full stops.</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> <p>SPAG Year 2 Questions and commands Verbs, adverbs and the addition of 'ly' onto the end of words,</p> | <p>SPAG Year 1 Consolidating capital letters; names and the personal pronoun 'I'. capital letters for places</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> <p>SPAG Year 2 Apostrophes for contractions, possession, plural and possessive Exclamations and statements</p> | <p>SPAG Year 1 Using question marks singular and Plural nouns Adding 's', 'es'</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> <p>SPAG Year 2 Tenses - past and present, Past progressive, Present progressive</p> | <p>SPAG Year 1 Recognise and use; suffixes and prefixes of verbs and adjectives with no change to root word ('un' 'ed' 'ing' 'er'). Sequencing sentences to form short narratives.</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> <p>SPAG Year 2 Suffixes - Compound Nouns Addition of -ment, -er, -ness, -full, -less</p> |
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| | | <p>Power of reading cover; Developing fluency through performance reading Building stamina Reading with expression Book talk Expanded noun phrases Conjunctions Present and past progressive Contractions - apostrophes Investigating spelling patterns - Plurals Inverted commas for dialogue</p> | <p>Power of reading cover Listen to and discuss text Link to previous experiences Make predictions and infer Book talk Time adverbials Investigating spelling patterns - prefixes/suffixes and Plurals HFWs Alternative sounds</p> | <p>Power of reading cover; Listen to, discuss and express views about books at a level beyond that which they can read independently Discuss the significance of the title and events Link what they hear or read to own experiences Discuss favourite words and phrases Book talk</p> | <p>Power of reading cover; Discuss favourite words and phrases Answer and ask question Make prediction and draw inferences on the basis of what is being said and done Participate in discussion about what is read, taking turns and listening to others Express views about reading Compound words Investigating spelling patterns - prefixes/suffixes Root words Questions and statements Subordination and coordination using conjunctions Sentence openers</p> | <p>Power of reading cover; Alliteration and assonance Environmental sound discrimination Building reading stamina and fluency through re-reading Close reading and scanning Reading illustration Book talk Explanatory voice Rhyming pairs - onset and rime Descriptive and scientific language. Present tense, including progressive Determiners Investigating spelling patterns - plurals Sound blends (phase 4) HFWs</p> | <p>Power of reading cover; Building reading stamina and fluency through re-reading Close reading and scanning Reading illustration Book talk Sentence openers Adjectives Questions Expanded noun phrases HFWs</p> |
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Adjectives

Expanded noun
phrases

HFWs

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| | Key Texts | <p>Narrative: How to find gold by Viviane Schwarz</p> <p>We chose it because it is a carefully crafted picture book.</p> | <p>Narrative: The Lonely Beast by Chris Judge</p> <p>We chose it because it is an illustrative and emotive narrative story book with rich vocabulary.</p> | <p>Traditional Tale Narrative: Rapunzel by Bethan Woollvin</p> <p>We chose it because it is a twisted retake on the fairy-tale classic. It has an empowering female role model</p> | <p>Narrative: Robot And Blue Bird by David Lucas</p> <p>We chose it because it is an emotional narrative fiction book.</p> | <p>Narrative/Nonfiction: Moth by Thomas and Daniel Egnéus</p> <p>We chose it because it is a Non-Fiction text.</p> | <p>Narrative/Nonfiction: Look Up by Nathan Bryon</p> <p>We chose it because it challenges stereotypes/gender roles and multicultural (race). significant individual</p> <p>- Mae Jemison</p> <p>Positive role model and emphasis on dreaming and achievement,</p> |
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| Year B | Topics | Living things and their habitat PSHE - relationships, Health and Well-being | | Sensational Safari - Africa Animals including humans | | Great scientists and explorers Transport through time PSHE - Economical well being | |
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| | | Autumn Term 1 (7 weeks) | Autumn Term 2 (7 weeks) | Spring Term 1 (6 weeks) | Spring Term 2 (6 weeks) | Summer Term 1 (6 weeks) | Summer Term 2 (7 weeks) |
| Year 1/2 | Writing (MAIN UNITS) Taught in line with Primary National Curriculum | Express opinion Research information Plan and create a fact file Write persuasively Explanation text Class poem Diary entry | Write a description express opinion Write a prediction Make comparisons Respond to an illustration Relate to a story Write independently | Write from personal experience Descriptive language Reflect on previous knowledge Create a fact sheet Shared write voiceover | Meerkat Mail Write about ourselves Make predictions Create a poster Diary entry Fact file Party invitation | Make inferences Recognise tone of voice Make predictions Instruction writing Write a prediction Use creative imagination | Make plans with diagrams Follow plans Write instructions Make predictions Share write a narrative Write a kenning |

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| | | Express opinion Book review | Write persuasively Create story ideas Plan and write a narrative Book review | Write a description Write an explanation Poetry - acrostic, kenning, verse poem Recall information create a fact file Book review | Lila and the Secret of Rain Express opinions Make predictions Recognise a characters feelings Use time adverbials Plan and write a narrative | Use persuasive language Use descriptive language to draw Express opinion Plan and write a narrative | Write a letter Role play Newspaper report Create captions Create an invitation Poetry Personal narrative Alternative ending |
| Grammar coverage | | <p>SPAG Year 1 Presentation, capital letters, finger spaces, full stops, space and letter size. Alphabet name for letters</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> | <p>SPAG Year 1 Word classes; nouns and verbs. Capital letters and their use for people, days, and months and the pronoun I.</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> | <p>SPAG Year 1 Combining words to make sentences, conjunctions 'and', but, or. Commands and exclamations, using punctuation, exclamation marks and full stops.</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> | <p>SPAG Year 1 Consolidating capital letters; names and the personal pronoun 'I'. capital letters for places</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> | <p>SPAG Year 1 Using question marks singular and Plural nouns Adding 's', 'es'</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> | <p>SPAG Year 1 Recognise and use; suffixes and prefixes of verbs and adjectives with no change to root word ('un' 'ed' 'ing' 'er'). Sequencing sentences to form short narratives.</p> <p>Apply phonics knowledge for decoding Sounding and blending Read high frequency and common exception words</p> |

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| | <p>SPAG Year 2</p> <p>Full stops, capital letters, exclamation and question marks.</p> <p>Commas, commas within a list, sentences and the use of the word 'and'</p> <p>Power of reading coverage; Listen to and discuss text Link to previous experiences Discuss favourite words and phrases Answer and ask questions Book talk Use adjectives Use question marks Speech bubbles/direct speech Use verbs and adverbs</p> | <p>SPAG Year 2</p> <p>Noun phrases, adjectives, double adjectives with a comma and an adjective after a noun.</p> <p>Conjunctions, both Subordination and Co-ordination.</p> <p>Power of reading coverage; Use adjectives Use expanded noun phrases Use question marks Discuss favourite words and phrases Taking turns and listening to others adverbial phrases suffixes</p> | <p>SPAG Year 2</p> <p>Questions and commands</p> <p>Verbs, adverbs and the addition of 'ly' onto the end of words,</p> <p>Power of reading coverage; Enriched vocabulary Recognise and use verbs Conjunctions Compound sentences</p> | <p>SPAG Year 2</p> <p>Apostrophes for contractions, possession, plural and possessive</p> <p>Exclamations and statements</p> <p>Power of reading coverage; Days of the week Noun phrases Time adverbials</p> | <p>SPAG Year 2</p> <p>Tenses - past and present, Past progressive, Present progressive</p> <p>Power of reading coverage; adjectives bossy verbs</p> | <p>SPAG Year 2</p> <p>Suffixes -</p> <p>Compound Nouns</p> <p>Addition of -ment, -er, -ness, -full, -less</p> <p>Power of reading coverage; Building reading stamina and fluency through re-reading Close reading and scanning Reading illustration Book talk Sentence openers Adjectives Questions Expanded noun phrases HFWs</p> |
| Key Texts | Narrative/Non-fiction elements: Rabbit and Bear by Julian Gough | Narrative: The Secret Sky Garden by Linda Sarah | Narrative/Non-fiction: One Day On our Blue Planet by Ella Bayley | Narrative: Meerkat Mail by Emily Gravett | Narrative: Traction Man by Mini Grey | Narrative: Egg Box Dragon by Richard Adams |

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| | | <p>We chose this text because it is a highly illustrated short novel offering opportunities to explore a humorous and simply patterned story.</p> | <p>We chose this text because it is an exceptional picture book exploring local issues and personal relationships.</p> | <p>We chose this text because it is a non-fiction book from the perspective of a lion cub. It links with our Geography and science topics.</p> | <p>We chose this text because it is funny but also has an element of PSHE safety as well. It also links with our Geography and science topics. Narrative: Lila and the Secret of Rain by</p> <p>We chose this text because it is a well-illustrated fictional book set in Kenya, Africa, This links with our Geography topic.</p> | <p>We chose this text because it is an inventive picture book full of adventure.</p> | <p>We chose this text because it is a comically expressive fiction book with characterisation and plot.</p> |
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