



RADDLEBARN PRIMARY SCHOOL SUBJECT OVERVIEW IN ENGLISH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Context/ Resources
Nursery	<p>Communication and Language - Throughout the year children in Nursery (3-4 year olds) will be learning to...</p> <p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. User a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for 'rare', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: some sounds - r,j,th,ch and sh. Mult-syllabic words such as 'pterodactyl', 'planetarium', or 'hippopotamus'. Use longer sentences of four to six words.</p> <p>Literacy - Throughout the year children in Nursery (3-4 year olds) will be learning to...</p> <p>Understand the five key concepts about print: 1. Print has meaning. 2. Print can have different purposes. 3. We read English from left to right and from top to bottom. 4. The names of the different parts of the book. 5. Page sequencing</p> <p>Develop their phonological awareness, so that they can: Spot and suggest rhymes. Count and clap syllables in a word. Recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>						

Reception	<p>Communication and Language - Throughout the year children in Reception will be learning to...</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Literacy - Throughout the year children in Reception will be learning to...</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Early Learning Goals – <i>Comprehension. Word Reading. Writing.</i></p>						
Year 1	<p>How have toys changed over time? (within living memory)</p> <p>Various Traditional Tales Major Glad, Major Dizzy Toys in Space Lost in the Toy Museum ----- Writing to inform through labels, lists and captions.</p>	<p>What do artists, craft makers and designers have in common?</p> <p>Dot and Ish ----- Writing to persuade through a letter to an artist/craft maker or designer. Writing to inform through a set of instructions linked to craft project.</p>	<p>What can we learn about the achievements of significant people in our past?</p> <p>Range of <i>Little People, Big Dreams</i> books linked to significant people from the past. ----- Writing to inform through biographies linked to key figures in history. Writing to entertain through writing adventure stories</p>	<p>How do we find out about our surrounding environment?</p> <p>The Tiger Who Came to Tea Window The Lighthouse Keeper’s Lunch Lost and Found ----- Writing to entertain through setting descriptions based around familiar settings.</p>	<p>How do the seasons affect the nature around us?</p> <p>Voices in the Park Where the Wild Things Are ----- Writing to explain (and entertain) through descriptive comparisons between seasons. Writing to inform through non-chronological reports</p>	<p>How and why does our country look different to India?</p> <p>Cinnamon Monsoon Indian Folk Tales ----- Writing to discuss and explain through letters to pen pals in India.</p>	

	<p>Writing to entertain – Traditional Tales with patterned language.</p> <p>Writing to inform through non-chronological reports linked to toys.</p>	<p>Writing to inform and persuade through an advertising poster (with descriptions of their designed product)</p> <p>Poetry – focus on the work of a poet</p>	<p>based on the life of a significant figure.</p> <p>Writing to inform and discuss through book reviews linked to guided reading.</p>	<p>Writing to inform through recounts based on local visits/walks.</p> <p>Poetry – vocabulary building focus (alliteration and rhyming couplets)</p>	<p>based on the study of plants and trees from different environments.</p> <p>Poetry – structure focus (acrostic poems, shape poems and calligrams)</p>	<p>Writing to entertain through story writing linked to travelling to India.</p> <p>Writing to entertain and inform, using role play to imagine experiences, leading to short diary entries.</p>	
Year 2	<p>Why do animals live where they live?</p> <p>Into the Forest</p> <p>Hodgeheg</p> <p>Leaf</p> <p>----</p> <p>Writing to inform through non-chronological report focusing on animal habitats.</p> <p>Writing to explain through explanation texts based on how animals are becoming endangered species due to habitat destruction.</p> <p>Writing to entertain focusing setting and character descriptions linked to different habitats and the animals which live in them.</p>	<p>What impact did the Cadbury family have on our locality?</p> <p>Daisy Saves the Day</p> <p>Oliver Twist (Comic Strip version)</p> <p>Various non-fiction books about the Victorians</p> <p>----</p> <p>Writing to inform through first person recounts of key events in history (using drama to support).</p> <p>Writing to discuss through diary entries written in role based on the lives of people living in Birmingham through the Victorian period.</p> <p>Writing to inform through biographies of famous Victorians such as George Cadbury and Dr Barnardo.</p> <p>Poetry – focus on suitable poems by Victorian poets</p>	<p>What is the United Kingdom?</p> <p>The Mousehole Cat</p> <p>Non-fiction books about the UK</p> <p>----</p> <p>Writing to entertain, focusing on different stories by the same UK author, using them as inspiration for own writing.</p> <p>Writing to inform, through book reviews.</p> <p>Writing to inform and explain through writing non-chronological reports about the different areas of the UK.</p>	<p>How do I keep a plant alive?</p> <p>The Flower</p> <p>We are the Gardeners</p> <p>Georgia O’Keefe - Little People, Big Dreams</p> <p>----</p> <p>Writing to entertain through setting and character descriptions, and narratives based on stories linked to plants.</p> <p>Writing to inform and discuss through diary entries (real or fictional).</p> <p>Writing to inform through instructional writing about how to grow plants.</p> <p>Poetry – vocabulary building focus around plants and nature.</p>	<p>How can we represent different landscapes using a range of materials?</p> <p>The Magic Faraway Tree</p> <p>----</p> <p>Writing to entertain using details from art work studied (descriptions and narratives)</p> <p>Writing to discuss through letter writing (e.g. letter of thanks or complaint) linked to previous stories and art work or petite enquiry.</p> <p>Writing to inform through first person recounts/narratives about personal experiences (as themselves and writing as others – real and fictional)</p>	<p>What does our world look like from different perspectives?</p> <p>Circle</p> <p>Emily Brown and the Thing</p> <p>Everything and Everywhere</p> <p>----</p> <p>Writing to inform through newspaper report writing focusing on a current issue/event in the world.</p> <p>Writing to explain and inform comparing what different parts of the world are like and where they are located.</p> <p>Writing to inform and persuade through information leaflets focusing on how to save the planet (linked to the oceans and changing climate)</p> <p>Poetry – structure focus (quatrain and diamante poem)</p>	
Year 3	<p>What changes occurred in Britain from the Stone Age to the Iron Age?</p> <p>Stone Age Boy</p> <p>Ug: The Boy Genius</p> <p>Stone Age Tales</p> <p>----</p>	<p>How do we create light and darkness?</p> <p>Diary of a Killer Cat</p> <p>The Red Tree</p> <p>----</p> <p>Writing to discuss through diary writing linked to stories with 2 contrasting characters.</p>	<p>How can we express still life through different techniques?</p> <p>Katie and the Sunflowers</p> <p>Artist biographies</p> <p>----</p> <p>Writing to inform through biography writing of famous artists.</p>	<p>How have Romans impacted our lives and the lives of others?</p> <p>The Time Travelling Cat and the Roman Eagle</p> <p>Range of Myths and Legends</p> <p>----</p>	<p>What are the key features of the United Kingdom?</p> <p>The Iron Man</p> <p>----</p> <p>Writing to entertain, focusing on dialogue and then narratives linked to familiar UK settings.</p>	<p>Why does my body need to be healthy?</p> <p>The Sheep Pig</p> <p>Selection of cookery books</p> <p>----</p> <p>Poetry – Vocabulary building around the theme of food (a mix of free verse/narrative poetry)</p>	

	<p>Writing to entertain through character and setting descriptions, then narrative writing linked to The Stone Age.</p> <p>Writing to inform through non-chronological reports linked to daily life during the Stone Age.</p>	<p>Writing to entertain through play scripts focusing on 2 contrasting characters.</p> <p>Poetry – Exploring different structures (kennings, question and answer, clerihews and limericks)</p>	<p>Writing to discuss through letter writing to living artists stating preferences.</p> <p>Writing to explain linked to plants science through a scientific report.</p>	<p>Writing to inform through newspaper reports linked to key historical events during the Roman period.</p> <p>Writing to entertain through myths and legends. Reading, comparing and contrasting then using as inspiration for own writing.</p> <p>Poetry – Focus on the work of a poet (performance poetry)</p>	<p>Writing to explain and inform through UK travel guide writing.</p>	<p>Writing to persuade through adverts, sales pitches and letter writing.</p> <p>Writing to inform through instruction writing for a target audience.</p>	
Year 4	<p>Why do we have extreme weather and natural disasters in different places and at certain times?</p> <p>Wreck of the Zanzibar</p> <p>Tuesday</p> <p>-----</p> <p>Writing to inform through newspaper reports linked to current events involving extreme weather.</p> <p>Writing to inform and discuss through diary writing in role linked to extreme weather.</p> <p>Poetry – structure focus (Tetractys, Haiku and Tanka)</p>	<p>What can we learn about the settlements of Anglo-Saxons and Scots?</p> <p>Anglo Saxon Boy</p> <p>Beowulf</p> <p>-----</p> <p>Writing to entertain through the study of stories from other cultures, and including setting and character descriptions, and 1st/3rd person perspectives.</p> <p>Writing to inform and persuade through formal letter writing linked to the Staffordshire Hoard.</p> <p>Writing to inform through non-chronological reports about Anglo Saxons or Scots.</p>	<p>Where do we observe changes of state?</p> <p>Variety of non-fiction books linked to topic</p> <p>Until I Met Dudley</p> <p>-----</p> <p>Writing to explain 'how something works' linked to topic.</p> <p>Writing to inform and explain through writing a non-chronological report linked to science topic, written for a specific target audience.</p> <p>Writing to inform through book reviews of studied texts.</p> <p>Poetry – Vocabulary building focus around metaphors and similes.</p>	<p>What did the Viking and Anglo-Saxon struggle for England look like?</p> <p>The Snow Walker's Son</p> <p>-----</p> <p>Writing to entertain through narratives with a historical setting (including setting and character descriptions, and dialogue).</p> <p>Writing to explain and persuade through speeches written from key individual's perspectives during the time period.</p> <p>Writing to inform through a comparative study between Anglo Saxons and Vikings.</p>	<p>How has culture influenced artists over time?</p> <p>Shakespeare stories (inc, plays, comic strips and prose)</p> <p>-----</p> <p>Writing to entertain through the study of Shakespeare, focusing on one of his plays.</p> <p>Writing to discuss and explain through letter writing and diary entries in the role of a character from a Shakespeare play.</p> <p>Poetry – focus on the poetic language and form (From a Shakespeare play or poems from diff cultures?)</p>	<p>How and why do we hear sound?</p> <p>Firework Maker's Daughter</p> <p>-----</p> <p>Writing to inform through instructional writing linked to science.</p> <p>Writing to entertain through narrative writing (including dialogue and alternative endings).</p> <p>Writing to inform through science experiment write up.</p>	
Year 5	<p>What can the life and achievements of the Ancient Greeks tell us about their impact on the Western World?</p> <p>Various Greek Myths and Legends</p> <p>The Flaming Olympics</p>	<p>What are the similarities and differences between a region of the UK and a region of Finland?</p> <p>The Whale</p> <p>Finnish Fairy Tales</p> <p>13 Bridges Children Should Know</p>	<p>How do movements within the Solar System affect us?</p> <p>Range of non-fiction texts around space inc. famous astronauts</p> <p>The Boy with the Power of a Star Phoenix</p>	<p>How did the reigning Monarchs utilize their power over different time periods?</p> <p>Gangsta Grannie</p> <p>The Conquerors</p> <p>-----</p>	<p>How can we use fieldwork to help us understand our surroundings?</p> <p>Petite Enquiry – Mechanical Systems: how can we make a bridge move?</p> <p>Stig of the Dump</p>	<p>How has portraiture changed over time, considering the use of materials?</p> <p>Collection of modern day plays</p> <p>Picture books with a clear main character focus such as The Water Tower</p>	

	<p>-----</p> <p>Writing to entertain through exploring Greek Myths and Legends, looking at stories from different perspectives.</p> <p>Writing to inform through historical recounts in 1st person based on specific points in history from a civilian's perspective.</p> <p>Writing to inform through instructional writing linked making a Greek artefact.</p>	<p>-----</p> <p>Poetry – vocabulary building using personification.</p> <p>Writing to discuss through a balanced argument for and against a topical issue.</p> <p>Writing to inform through a non-chronological report (e.g. a travel guide) based on a region in Finland.</p>	<p>-----</p> <p>Writing to inform through newspaper reports linked to a famous space mission.</p> <p>Writing to inform and discuss through scientific diary entries from an astronaut's perspective.</p> <p>Writing to inform through a non-chronological report comparing 2 contrasting regions for a specific target audience based on an element of space.</p>	<p>Writing to persuade and inform through formal and informal letters linked to key events in the lives of reigning monarchs.</p> <p>Writing to explain and persuade through speech writing from different historical figure's perspectives during key events in specific monarchs' reign.</p> <p>Poetry – Structures focus (cinquain and senryu)</p>	<p>-----</p> <p>Writing to entertain through narratives linked to residential (including character and setting descriptions)</p> <p>Writing to persuade and inform through advertising posters/leaflets encouraging children to take part in outdoor learning.</p> <p>Poetry – focus on the work of a poet (performance)</p>	<p>-----</p> <p>Writing to entertain through a focus on portraits as a foci, exploring character descriptions and narratives.</p> <p>Writing to inform through biographies and autobiographies.</p>	
Year 6	<p>What impact did WW2 have on our locality?</p> <p>Goodnight Mr Tom - visual literacy</p> <p>Carrie's War</p> <p>Rose Blanche</p> <p>Erika's Story</p> <p>-----</p> <p>Writing to entertain through narrative writing linked to historical novel (including setting and character descriptions, and dialogue)</p> <p>Writing to inform and persuade through letters based on experiences during WW2.</p> <p>Poetry – vocabulary building through war poems</p>	<p>How can we find out about the world's countries and their positioning on a globe?</p> <p>A Long Walk to Water</p> <p>Current News Articles</p> <p>-----</p> <p>Writing to entertain, through writing 'the missing chapter' with a focus on atmosphere and suspense.</p> <p>Writing to inform through news reports focusing on a current key event in the world today.</p> <p>Writing to inform through a non-chronological report based on a location of the world.</p>	<p>What can we learn about the achievements of the earliest civilisations?</p> <p>Kensuke's Kingdom</p> <p>Visual Literacy – Mulan</p> <p>-----</p> <p>Writing to persuade through a balanced argument linked to a topical issue within an early civilisation. e.g Shang Dynasty and the treatment of women/foot binding.</p> <p>Writing to discuss through diary entries based on characters' experiences in chosen class story.</p> <p>Writing to entertain through narratives with the inclusion of a time slip.</p>	<p>What happens when we change the components in a circuit?</p> <p>Northern Lights (inc. graphic novel)</p> <p>-----</p> <p>Writing to inform through a biography based on a famous electrical scientist.</p> <p>Writing to explain through a scientific report sharing findings of a fair test or about a scientific process.</p> <p>Writing to inform through instructional writing (e.g. in the form of a leaflet about saving energy).</p> <p>Poetry – focus on the work of a classic narrative poet.</p>	<p>What was life like in early Islamic civilization and how does this compare to life in Britain at that time?</p> <p>The Golden Horsemen of Baghdad</p> <p>The House of Wisdom</p> <p>1001 Arabian Nights</p> <p>-----</p> <p>Writing to inform through news reports and comparative studies focussing on an event in Baghdad during period studied/comparison to Britain.</p> <p>Writing to inform and discuss through journals and diary entries linked to the explorer Bhatuta.</p> <p>Writing to entertain through a narratives linked to class text – adventure story.</p> <p>Writing to persuade through letters and guides written e.g. about the Round City and House of Wisdom.</p>	<p>What can we learn from designers to influence our own fashion designs?</p> <p>Holes</p> <p>Vivian Westwood, Coco Chanel – Little People, Big Dreams</p> <p>A variety of fashion magazines</p> <p>-----</p> <p>Writing to entertain, creating characters and backstories, leading to a 3rd person narrative.</p> <p>Writing to persuade through a speech or letter convincing someone to change their ways (linked to a topical fashion issue)</p> <p>Writing to inform through a comparative study for a fashion magazine.</p> <p>Poetry – Structure focus (sonnets and monologues inc. iambic pentameter/blank verse)</p>	

