

English Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<h2>Year 1</h2>	<p>Performance poetry (Aut1) – London’s Burning (recite by heart)</p> <p>Writing – Expectation: to sequence a short narrative orally and pictorially based on real and fictional experiences.</p> <ul style="list-style-type: none"> ✓ composes phrases and sentences orally ✓ speaks in sentences ✓ shows an awareness of how full stops are used in writing or reading ✓ organises writing correctly (top to bottom, left to right) ✓ writing may need some mediation 		<p>Writing – Expectation: begins to write short narratives based on real and fictional experiences. Writing includes a simple beginning, middle and end.</p> <ul style="list-style-type: none"> ✓ composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed) ✓ uses capital letters and full stops at times ✓ begins to use capital letters for names ✓ recognises basic punctuation, question marks and exclamation marks in print ✓ understands that <i>and</i> can join words and sentences 		<p>Writing – Expectation: short fictional narrative using a simple plan (storyboard/flowchart). Children can re-read what has been written to check it makes sense with some simple changes.</p> <ul style="list-style-type: none"> ✓ writes a sentence that makes sense using capital letters and full stops ✓ uses and to join words and clauses ✓ sequences sentences ✓ uses capital letters for names of people, places, days of the week and the personal pronoun <i>I</i> ✓ begins to use question marks and exclamation marks in writing ✓ uses some descriptive language 	
	<p>Texts: Modern Fiction Archaic text Information texts</p>	<p>Texts: Contemporary Fiction Fairy Tales Alternative stories – complexity of the narrator Information texts</p>	<p>Texts: Modern Fiction Traditional tales Reading seasonal poetry Instruction texts Information texts</p>	<p>Texts: Rhyming Stories – Julia Donaldson study Modern Fiction Information text Visual literacy</p>	<p>Texts: Stories from other cultures Poetry from other cultures Traditional tales / Reading sequels to traditional tales</p>	<p>Texts: Visual literacy Information texts about the local area Archaic texts Rhyming Stories</p>
	<p>Reading: Explicit teaching of retrieval 1b</p>	<p>Reading: Explicit teaching of sequencing and summarising 1c</p>	<p>Reading: Explicit teaching of inference 1d</p>	<p>Reading: Explicit teaching of prediction 1e</p>	<p>Reading: All reading content domains - mixed</p>	<p>Reading: All reading content domains - mixed</p>
<h2>Year 2</h2>	<p>Writing (Retelling x2 opportunities) – Expectation: to simply plan (verbally or in writing) what is going to be written. Can make simple changes to writing and proof reads for basic errors.</p> <ul style="list-style-type: none"> ✓ uses coordinating conjunctions (joining words) <i>and, or, but, so</i> ✓ uses question marks and exclamation marks in writing ✓ uses simple adjectives for description ✓ understands and uses the terms noun, verb and adjective <p>Writing poetry (Aut2)</p>		<p>Performance poetry (Sp1) – On a Railway Carriage</p> <p>Writing – Expectation: Writing at increasing length. Re-reads own work to check it makes sense and for basic errors.</p> <ul style="list-style-type: none"> ✓ begins to use subordinating conjunctions (joining words) <i>when, if, because, as</i> ✓ begins to use past and present tense correctly ✓ uses commas in lists ✓ understands and uses the term adverb ✓ begins to use adverbs in writing 		<p>Writing – Expectation: Writes at length own narratives or those about personal experience. There is some flow to the writing, with simple links between ideas. Proof reading has more of a purpose for checking errors in spelling, grammar and punctuation.</p> <ul style="list-style-type: none"> ✓ recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations ✓ understands and uses coordinating and subordinating conjunctions to construct and extend sentences ✓ uses the past and present tense correctly throughout writing ✓ uses capital letters for proper nouns accurately ✓ uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophes ✓ uses expanded noun phrases, adjectives and adverbs for description and specification 	
	<p>Texts: Modern fiction Narrative poetry / Contemporary Information texts</p>	<p>Texts: Modern fiction Tales set in other countries Contemporary and Classic poetry Non-fiction texts about Australia Wordless picture book Visual literacy</p>	<p>Texts: Traditional tales Poetry Information texts – history Myth / Tales from other cultures</p>	<p>Texts: Modern fiction Traditional tales / Fables Information and instruction texts</p>	<p>Text: Short novel Information texts</p>	<p>Text: Stories with recurring literary language Poetry with recurring and rhyming language Geography texts linked to the local area. Short novel</p>
	<p>Reading: Explicit teaching of retrieval 1b</p>	<p>Reading: Explicit teaching of sequencing and summarising 1c</p>	<p>Reading: Explicit teaching of inference 1d</p>	<p>Reading: Explicit teaching of prediction 1e</p>	<p>Reading: All reading content domains - mixed</p>	<p>Reading: All reading content domains - mixed</p>

<h1>Year 3</h1>	Performance poetry (Aut1) – The Magic Box Writing – Expectation: to use paragraphs to group related ideas. Audience and purpose is clear in relation to the text type. <ul style="list-style-type: none"> ✓ uses a wide range of <u>conjunctions</u> to join sentences and develop ideas ✓ varies sentence openers ✓ uses pronouns to avoid repetition ✓ uses a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophes ✓ uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel ✓ begins to select words for effect 		Writing – Expectation: to use headings or subheadings to support text organisation when appropriate. <ul style="list-style-type: none"> • begins to use <u>inverted commas</u> to punctuate <u>direct speech</u> • understands main <u>clauses</u> • selects words for effect to support purpose and engage readers' interests 		Writing – Expectation: to structure and organise writing with a beginning, middle and end across a range of text types. Can assess the effectiveness of own and others' writing <ul style="list-style-type: none"> ✓ expresses time, place and cause using; conjunctions (e.g. <i>when, before, after, while, so, because</i>); adverbs (e.g. <i>then, next, soon, therefore</i>); <u>prepositions</u> (e.g. <i>before, after, during, in, because, of</i>) ✓ begins to understand <u>subordinate clauses</u> ✓ uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech ✓ uses a varied and rich vocabulary 	
	<u>Texts:</u> Fables Traditional tales Poetry Information texts	<u>Texts:</u> Short novel – Roald Dahl Historical fiction Poetry – theme of conflict/war Instruction texts Visual literacy	<u>Texts:</u> Short novel – fantasy Visual literacy	<u>Texts:</u> Historical fiction – picture book Poetry – rhyming couplets and metaphor Information texts	<u>Texts:</u> Legend Adventure Novel Tales from other cultures Historical fiction	<u>Texts:</u> Short novel Poetry
	<u>Reading:</u> Explicit teaching of retrieval 2b	<u>Reading:</u> Explicit teaching of sequencing and summarising 2c	<u>Reading:</u> Explicit teaching of inference 2d	<u>Reading:</u> Explicit teaching of prediction 2e	<u>Reading:</u> All reading content domains - mixed	<u>Reading:</u> All reading content domains - mixed
<h1>Year 4</h1>	Performance poetry (Aut2) – The Sound Collector Writing – Expectation: to structure whole texts with a clear audience and purpose. Simple cohesion created using pronouns. Proof reading for spelling, grammar and punctuation errors and self-corrects as writing develops. <ul style="list-style-type: none"> ✓ uses fronted adverbials ✓ uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases 		Writing – Expectation: to plan and write whole texts, making simple links between paragraphs. Writing decisions are made based on an awareness of audience and purpose. <ul style="list-style-type: none"> ✓ becomes increasingly aware of subordinate clauses and experiments with their position in sentences ✓ uses commas to demarcate fronted adverbials ✓ uses Standard English when writing to ensure grammatical accuracy (<i>I seen / I saw</i>) ✓ uses vocabulary which is appropriate to task, audience and purpose 		Writing – Expectation: to write both fiction and non-fiction texts with confidence, organising information into paragraphs around a set theme. In narratives, create setting, characters and a clear plot. In non-fiction writing, use appropriate organisational devices. <ul style="list-style-type: none"> ✓ uses subordinate clauses and fronted adverbials which are correctly punctuated using commas ✓ punctuates direct speech correctly, using commas after reporting clause and new speaker, new line ✓ writes with grammatical accuracy ✓ uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex) 	
	<u>Texts:</u> Picture book – modern fiction Poetry – imagery, metaphor, simile	<u>Texts:</u> Traditional tales with a twist Poetry Biography Autobiography Visual literacy	<u>Texts:</u> Myths Adventure novel Information texts Instruction texts	<u>Texts:</u> Modern fiction – novel Nonsense poem (resistant text) Information text Explanation text	<u>Texts:</u> Legend Historical fiction Information texts Newspapers	<u>Texts:</u> Legend Narrative poetry Poetry from other cultures - personification, metaphor, simple rhyming schemes and repetition Non-fiction texts / Non-chronological reports
	<u>Reading:</u> Explicit teaching of retrieval 2b	<u>Reading:</u> Explicit teaching of sequencing and summarising 2c	<u>Reading:</u> <ul style="list-style-type: none"> • Explicit teaching of inference 2d • Explicit reading teaching – identify/explain how information/narrative content is related and contributed to meaning as a whole (2f) 	<u>Reading:</u> <ul style="list-style-type: none"> • Explicit teaching of prediction 2e • Explicit teaching of making comparisons within a text 2h 	<u>Reading:</u> All reading content domains - mixed	<u>Reading:</u> All reading content domains - mixed

<h1>Year 5</h1>	<p>Writing poetry (Aut1 and Autumn 2) Performance poetry (Aut1)</p> <p>Writing – Expectation: to write complete texts with a growing awareness of audience and purpose. To build paragraphs around a topic sentence and select effective vocabulary to develop settings and character. To be able to consider the impact and effect of vocabulary and grammar choices when re-reading own and others' writing.</p> <ul style="list-style-type: none"> ✓ uses relative clauses with/without a relative pronoun ✓ selects words for effect to support purpose and engage readers' interest 		<p>Writing – Expectation: to select appropriate formats and texts forms to suit the audience and purpose. To be able to link ideas across paragraphs using adverbials of time, place and number. Children should be able to edit their own work and offer suggestions to others to improve the impact and effect of writing. Proof reads own work.</p> <ul style="list-style-type: none"> ✓ uses <u>modal verbs</u> to indicate degrees of possibility ✓ uses <u>brackets, dashes</u> and commas to demarcate relative clauses ✓ uses a thesaurus to refine word choice 		<p>Writing – Expectation: to identify the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own. Use devices to build cohesion within and across paragraphs. Writing is at a greater length and effective changes are made when editing own and others' work.</p> <ul style="list-style-type: none"> ✓ uses modal verbs and adverbs to indicate degrees of possibility ✓ uses brackets, dashes and commas to indicate parenthesis ✓ uses commas to clarify meaning or avoid ambiguity ✓ chooses vocabulary to complement purpose 	
	<p><u>Texts:</u> Fantasy/Adventure novel Picture book Poetry – writing Poetry – Benjamin Zephaniah (Dub poetry) Non-fiction information texts First person account Wordless picture books – resistant texts</p>	<p><u>Texts:</u> Legends War Poetry Non-chronological reports Information texts Visual literacy</p>	<p><u>Texts:</u> Literary Heritage – Macbeth Information texts Non-chronological reports</p>	<p><u>Texts:</u> Modern fiction Narrative poetry Biography text Visual literacy Information text</p>	<p><u>Texts:</u> Traditional tale from another culture Non-chronological reports</p>	<p><u>Texts:</u> Historical fiction – novel Narrative poetry Information texts Visual literacy</p>
	<p><u>Reading:</u> Explicit teaching of retrieval 2b</p>	<p><u>Reading:</u> Explicit teaching of sequencing and summarising 2c</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Explicit teaching of inference 2d • Explicit reading teaching – identify/explain how information/narrative content is related and contributed to meaning as a whole 2f 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Explicit teaching of prediction 2e • Explicit teaching of making comparisons within a text 2h 	<p><u>Reading:</u> All reading content domains - mixed</p>	<p><u>Reading:</u> All reading content domains - mixed</p>
<h1>Year 6</h1>	<p>Writing – Expectation: writing is well structured and guides the reader. Appropriate grammar and vocabulary is selected to describe settings, character and atmosphere. When proof reading, suggests changes to vocabulary grammar and punctuation to enhance and clarify meaning.</p> <ul style="list-style-type: none"> ✓ identifies the subject and object within a sentence ✓ uses colons to introduce a list and semi colons within lists ✓ understands how words are related by meaning as synonyms and antonyms 		<p>Writing – Expectation: to link ideas across paragraphs using a wider range of cohesive devices – such as repetition of words/phrases, adverbials and ellipsis. Dialogue is integrated effectively to convey character and advance action. Writing is fluent and well sustained at length.</p> <ul style="list-style-type: none"> ✓ knows the difference between the active and passive voice ✓ varies length, structure and subject of sentences to extend meaning and interest the reader ✓ punctuates bullet points consistently ✓ uses hyphens to avoid ambiguity ✓ uses expanded noun phrases to convey information concisely 		<p>Writing – Expectation: to confidently write for a wide range of audiences and purposes. Paragraphs are well structured – with an introduction, development and concluding section. Writing is proof read to ensure accuracy of spelling and punctuation independently.</p> <ul style="list-style-type: none"> ✓ Tense is consistent and correct ✓ uses the passive voice to effect the presentation of information in a sentence ✓ uses colons, semi colons and dashes to mark boundaries between independent clauses ✓ uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including <u>ellipsis</u> ✓ demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form ✓ makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus 	
	<p><u>Texts:</u> Mystery novel (Aut 1) Adventure novel (Aut 2) Modern contemporary picture book World War 1 poetry Information texts Visual literacy x2</p>	<p><u>Texts:</u> Historical fiction – novel Picture book – complexity of the narrator Narrative poetry Information texts Biography texts</p>	<p><u>Texts:</u> Fantasy novel (Sum 1) Modern Contemporary novel (Sum 2) Stories set in other countries/cultures Information texts Biography texts Information texts Visual literacy x2</p>			