



English Subject Overview

Reception

EYFS Literacy Education Programme (Statutory)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Knowledge and skills

Comprehension:

- Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Word Reading:

- 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 and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing:

- 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.

ELG: Comprehension (Statutory)

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading (Statutory)

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing (Statutory)

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter

EYFS Physical Development Education Programme (Statutory)

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Knowledge and Skills

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG: Fine Motor Skills (Statutory)

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Rhymes Humpty Dumpty Incy Wincy Spider Jack and Jill 1,2,3,4,5 Once I caught a Fish Alive Grand Old Duke of York My Very First Mother Goose Tanka, Tanka, Skunk	Diwali Nativity Various Christmas stories The Jolly Christmas Postman	Traditional Tales The Gingerbread Man The Three Billy Goats Gruff The Three Little Pigs Goldilocks and the Three Bears	PoR – based on children’s interests	Yucky worms Jack and the Beanstalk The Hungry Caterpillar Oliver’s fruit Vegetables Oliver’s Salad Vegetable Soup Different versions of Jack and the Beanstalk	Non-fiction linked to countries around the world and stories cultural significance

	Autumn			Spring			Summer		
	Key Texts	Key Objectives	Knowledge and Skills	Key Texts	Key Objectives	Knowledge and Skills	Key Texts	Key Objectives	Knowledge and Skills
Year 1 1 st half term	Billy's Bucket Astro Girl	<ul style="list-style-type: none"> ➤ To write to entertain ➤ Write an innovated story x 2 ➤ Character description ➤ 	<ul style="list-style-type: none"> • Time sequenced • Begin to differentiate between past and present tense • Use coordinating conjunctions to link two main ideas • Use exclamation sentences • Use finger spaces between words • Use capital letters & full stops • Use capital letter for first person 'I' • Use exclamation marks, particularly in relation to speech 	Snail on the Whale Room on the Broom Augustus and his Smile	<ul style="list-style-type: none"> ➤ To write to inform ➤ Newspaper report ➤ Instructions ➤ Non chron report 	<ul style="list-style-type: none"> • Appropriate use of past and present tense • Could use a writing frame to structure sections • May include images • Use coordinating conjunctions to link two main ideas • Use exclamation sentences • Use finger spaces between words • Use capital letters & full stops • Use question marks 	Beegu	<ul style="list-style-type: none"> ➤ To write to inform ➤ Write a letter ➤ To write instructions 	<ul style="list-style-type: none"> • Appropriate use of past and present tense • Could use a writing frame to structure sections • May include images • Use coordinating conjunctions to link two main ideas • Use exclamation sentences • Use finger spaces between words • Use capital letters & full stops • Use question marks
	2 nd half term			Little Red Riding Hood We're Going on a Bear Hunt			<ul style="list-style-type: none"> ➤ To write to entertain ➤ Write innovated story. ➤ Write an alternative ending. 		

<p>Year 2 1st half term</p>	<p>Rumple stiltskin The Dark</p>	<p>To write to entertain Retell a story x2 Writing in role</p>	<ul style="list-style-type: none"> • Time sequenced • Differentiate between past and present tense • Use coordinating conjunctions and noun phrases • Use the progressive form for verbs • Use exclamation sentences • Use capital letters & full stops • Use capital letter for first person 'I' • Use apostrophes to mark contractions • Use exclamation marks, particularly in relation to speech • Begin to use inverted commas to mark direct speech 	<p>The Lonely Beast Where Zebras Go (Poetry unit)</p>	<p>To write to entertain Retell a story Script writing</p>	<ul style="list-style-type: none"> • Time sequenced • Differentiate between past and present tense • Use coordinating conjunctions and noun phrases • Use the progressive form for verbs • Use exclamation sentences • Use capital letters & full stops • Use capital letter for first person 'I' • Use apostrophes to mark contractions • Use exclamation marks, particularly in relation to speech • Begin to use inverted commas to mark direct speech 	<p>Ten Things I Can Do To Help My World One Day on our Blue Planet ...in the Savann ah</p>	<p>To write to inform Non-fiction book Letter</p>	<ul style="list-style-type: none"> • Appropriate use of past and present tense • May include images • Use coordinating conjunctions • Use subordinating conjunctions in the middle of sentences • Use noun phrases which inform • Use commas to separate items in a list • Use exclamation sentences • Use capital letters & full stops • Use question marks • Use apostrophes to mark possession
<p>2nd half term</p>	<p>Winter Sleep The Emper or's Egg</p>	<p>To write to inform Non - chronologic al report Letter Non-fiction book</p>	<ul style="list-style-type: none"> • Appropriate use of past and present tense • May include images • Use coordinating conjunctions • Use subordinating conjunctions in the middle of sentences • Use noun phrases which inform • Use commas to separate items in a list • Use exclamation sentences • Use capital letters & full stops • Use question marks • Use apostrophes to mark possession 	<p>Wild Anthony Browne books The Gruffalo</p>	<p>To write to entertain Writing in role Retell a story</p>	<ul style="list-style-type: none"> • Time sequenced • Differentiate between past and present tense • Use coordinating conjunctions and noun phrases • Use the progressive form for verbs • Use exclamation sentences • Use capital letters & full stops • Use capital letter for first person 'I' • Use apostrophes to mark contractions • Use exclamation marks, particularly in relation to speech • Begin to use inverted commas to mark direct speech 	<p>The Bee Who Spoke</p>	<p>To write to inform Non chronologic al report</p>	<ul style="list-style-type: none"> • Appropriate use of past and present tense • May include images • Use coordinating conjunctions • Use subordinating conjunctions in the middle of sentences • Use noun phrases which inform • Use commas to separate items in a list • Use exclamation sentences • Use capital letters & full stops • Use question marks • Use apostrophes to mark possession

Year 3 1st half term	Jack and the Beanstalk I was a Rat	<p>To write to entertain - Writing in role Retell a story Character / Setting description</p>	<ul style="list-style-type: none"> Detailed description Use paragraphs to organise in time sequence Use expanded noun phrases Use subordinate clauses to add detail Use nouns & pronouns for clarity and cohesion Begin to use punctuation for direct speech, including punctuation within and before inverted commas Secure use of apostrophes for possession Use commas after subordinate clauses 	Into the Forest Gorilla	<p>➤ To write to entertain Alternative ending</p>	<ul style="list-style-type: none"> Detailed description Use paragraphs to organise in time sequence Use expanded noun phrases Use subordinate clauses to add detail Use nouns & pronouns for clarity and cohesion Begin to use punctuation for direct speech, including punctuation within and before inverted commas Secure use of apostrophes for possession Use commas after subordinate clauses 	Boy: Tales of Childhood George's Marvelous Medicine	<p>To write to entertain Character description Own version of BFG story Play script</p>	<ul style="list-style-type: none"> Paragraphs used to group related ideas Subheadings to label content Use subordinating conjunctions to join clauses Use expanded noun phrases to inform Use commas to separate adjectives in a list Begin to use present perfect tense to place events in time Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items.
2nd half term	Ice Palace	<p>➤ To write to inform Non-Chronological report Newspaper Article</p>	<ul style="list-style-type: none"> Paragraphs used to group related ideas Subheadings to label content Use subordinating conjunctions to join clauses Use expanded noun phrases to inform Use commas to separate adjectives in a list Begin to use present perfect tense to place events in time Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items. 	Lob Bright Bursts of Colour (Poetry unit)	<p>To write to inform Writing in role Informative letter</p>	<ul style="list-style-type: none"> Detailed description Use paragraphs to organise in time sequence Use expanded noun phrases Use subordinate clauses to add detail Use nouns & pronouns for clarity and cohesion Begin to use punctuation for direct speech, including punctuation within and before inverted commas Secure use of apostrophes for possession Use commas after subordinate clauses 	African Tales One Plastic Bag	<p>➤ To write to persuade Persuasive letter Balanced argument writing</p>	<ul style="list-style-type: none"> Use of 2nd person Planned repetition Facts & Statistics Adjectives for positive description Use imperative verbs to convey urgency Use rhetorical questions to engage the reader Use noun phrases to add detail and description Ensure use of capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Use commas to mark subordinate clauses

Year 4 1st half term	Varjak Paw Rhythm and Poetry (Poetry unit)	<ul style="list-style-type: none"> ➤ To write to entertain ➤ Newspaper report ➤ Alternative ending 	<ul style="list-style-type: none"> • Use fronted adverbials to show how/when an event occurs • Use expanded noun phrases and subordinate clauses to add detail • Use nouns & pronouns for clarity and cohesion • Use full punctuation for direct speech • Secure use of apostrophes for possession, including for plural nouns. • Use commas after fronted adverbials and subordinate clauses • Begin to use dashes for emphasis 	Pebble in my Pocket Krindlekrax	<ul style="list-style-type: none"> ➤ To write to inform ➤ Information text ➤ Recount 	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Subheadings to label content • Use subordinating conjunctions to join clauses, including as openers • Use expanded noun phrases to inform • Use commas to separate adjectives • Begin to use present perfect tense to place events in time • Use commas to mark fronted adverbials and subordinate clauses • Use inverted commas for direct speech • Use bullet points to list items 	Rose Blanchette Goodnight Mr Tom	<ul style="list-style-type: none"> ➤ To write to entertain ➤ Non chronological report x2 	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Subheadings to label content • Use subordinating conjunctions to join clauses, including as openers • Use expanded noun phrases to inform • Use commas to separate adjectives • Begin to use present perfect tense to place events in time • Use commas to mark fronted adverbials and subordinate clauses • Use inverted commas for direct speech • Use bullet points to list items
2nd half term	Beowulf Iron Man	<ul style="list-style-type: none"> ➤ To write to inform ➤ Newspaper report ➤ Retell 	<ul style="list-style-type: none"> • Use fronted adverbials to show how/when an event occurs • Use expanded noun phrases and subordinate clauses to add detail • Use nouns & pronouns for clarity and cohesion • Use full punctuation for direct speech • Secure use of apostrophes for possession, including for plural nouns. • Use commas after fronted adverbials and subordinate clauses • Begin to use dashes for emphasis 	Noah Barleywater The Tin Forest	<ul style="list-style-type: none"> ➤ To write to entertain ➤ Diary entry ➤ Retell 	<ul style="list-style-type: none"> • Use fronted adverbials to show how/when an event occurs • Use expanded noun phrases and subordinate clauses to add detail • Use nouns & pronouns for clarity and cohesion • Use full punctuation for direct speech • Secure use of apostrophes for possession, including for plural nouns. • Use commas after fronted adverbials and subordinate clauses • Begin to use dashes for emphasis 	I Believe in Unicorns	<ul style="list-style-type: none"> ➤ To write to persuade ➤ Letter x2 	<ul style="list-style-type: none"> • Use of 2nd person • Planned repetition • Adjectives for positive description • Use imperative verbs to convey urgency • Use rhetorical questions to engage the reader • Use noun phrases to add detail and description • Ensure use of capital letters for proper nouns • Use ? ! for rhetorical / exclamatory sentences • Use commas to make fronted adverbials and subordinate clauses

<p>Year 5 1st half term</p>	<p>Cosmic</p>	<p>➤ To write to inform</p> <p>Non-Chronological reports Explanation texts Newspaper Reports</p>	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Heading/subheadings • Use of technical vocabulary • Use subordinating conjunctions • Use expanded noun phrases to inform • Use relative clauses • Use brackets or dashes to explain technical vocabulary • Use semi-colons to punctuate complex lists • Use colons to introduce lists or sections • Use brackets or dashes to mark relative clauses • Secure use of commas to mark clauses, including opening subordinating clauses 	<p>Kensuke's Kingdom</p>	<p>➤ To write to entertain</p> <p>Setting descriptions Narratives Haikus Tanka poems</p>	<ul style="list-style-type: none"> • Detailed description • Use paragraphs to organise in time sequence • Use subordinate clauses in varied positions. • Use relative clauses to add detail or context • Use a wide range of sentence structures • Use a range of noun phrases and adverbials • Use brackets for incidentals • Use dashes to emphasise additional information • Use semi-colons to join related clauses 	<p>The Promise (Non-fiction link to Jane Goodall and environmental issues)</p>	<p>➤ To write to persuade</p> <p>Leaflets Persuasive texts Letters Tv adverts / Scripts</p>	<ul style="list-style-type: none"> • Use of 2nd person • Personal pronouns • Planned repetition • Facts & Statistics • Hyperbole • Use imperative and modal verbs to convey urgency • Use adverbials to convey sense of certainty • Use short sentences for emphasis • Use ? ! for rhetorical / exclamatory sentences • Use colons and semi-colons to list features, attractions or arguments • Use brackets or dashes for parenthesis, including for emphasis • Use semi-colons for structured repetition
<p>2nd half term</p>	<p>Odysseus's Adventures</p> <p>Greek Myths</p> <p>The Jabberwocky</p>	<p>➤ To write to discuss</p> <p>Debates Balanced arguments Discussion texts</p> <p>Nonsense Poetry (Jabberwocky)</p>	<ul style="list-style-type: none"> • Appropriate use of cohesive devices • Use of subjunctive form • Use paragraphs to structure arguments • Maintain formal / impersonal tone • Use modal verbs to convey degrees of probability • Use relative clauses to provide detail, with commas • Use adverbials to provide cohesion • Use expanded noun phrases to describe • Use brackets or dashes for parenthesis • Use semi-colons for to mark related clauses 	<p>Clockwork</p> <p>Wonderland (poetry unit)</p>	<p>➤ To write to entertain</p> <p>Suspense Ghost stories Graphic Novels Narrative poems</p>	<ul style="list-style-type: none"> • Detailed description • Use paragraphs to organise in time sequence • Use subordinate clauses in varied positions. • Use relative clauses to add detail or context • Use a wide range of sentence structures • Use a range of noun phrases and adverbials • Use brackets for incidentals • Use dashes to emphasise additional information • Use semi-colons to join related clauses 	<p>The Boy Who Cycled the Americas</p>	<p>➤ To write to entertain</p> <p>Setting descriptions Flashback memory story Suspense story Diary entry</p>	<ul style="list-style-type: none"> • Detailed description • Use paragraphs to organise in time sequence • Use subordinate clauses in varied positions. • Use relative clauses to add detail or context • Use a wide range of sentence structures • Use a range of noun phrases and adverbials • Use brackets for incidentals • Use dashes to emphasise additional information • Use semi-colons to join related clauses

			<ul style="list-style-type: none"> Use colons and semi-colons to punctuate complex lists 						
Year 6 1st half term	London Eye Mystery The Lost Thing	<ul style="list-style-type: none"> To write to inform <p>Police report TV report Non-chronological report</p>	<ul style="list-style-type: none"> Paragraphs used to group related ideas Heading/subheadings Technical vocabulary with uses of brackets/dashes Use subordinating conjunctions Use expanded noun phrases to inform Use relative clauses, with brackets/dashes Begin to use passive voice to remain formal Begin to use colons Use semi-colons to punctuate complex lists Use colons to introduce lists or sections Secure use of commas to mark clauses Begin to use colons & semi-colons to mark clauses 	Macbeth Discussion on writing applied to R.E and Science	<ul style="list-style-type: none"> To write to discuss <p>Discussion around a question</p>	<ul style="list-style-type: none"> Use of cohesive devices Use of subjunctive form Paragraphs for argument Maintain formal / impersonal tone Use modal verbs for degrees of probability Use relative clauses Use adverbials to provide cohesion Use expanded noun phrases to describe Use passive voice for impersonal tone Use brackets or dashes for parenthesis, including for emphasis Use semi-colons for to mark related clauses Use commas to mark relative clauses Use colons and semi-colons to punctuate complex lists 	Twitch	<ul style="list-style-type: none"> To write to entertain 	<ul style="list-style-type: none"> Detailed description Use paragraphs to organise in time sequence Use subordinate clauses to add detail or context Use relative clauses to add detail or context Use a wide range of sentence structures Use a range of noun phrases and adverbials to describe characters and settings Use brackets for incidentals Use dashes to emphasise additional information Use colons to add further detail in a new clause Use semi-colons to join related clauses
2nd half term	The Lost Thing Being Me (Poetry unit)	<ul style="list-style-type: none"> To write to entertain <p>Narrative prose Poem</p>	<ul style="list-style-type: none"> Detailed description Use paragraphs to organise in time sequence Use subordinate clauses to add detail or context Use relative clauses to add detail or context Use a wide range of sentence structures Use a range of noun phrases and adverbials to describe characters and settings Use brackets for incidentals 	Holes	<ul style="list-style-type: none"> To write to entertain <p>Letter Diary entry Recount as a flashback</p>	<ul style="list-style-type: none"> Detailed description Use paragraphs to organise in time sequence Use subordinate clauses to add detail or context Use relative clauses to add detail or context Use a wide range of sentence structures Use a range of noun phrases and adverbials to describe characters and settings Use brackets for incidentals 	Varmints Persuasive writing linked to the school play	<ul style="list-style-type: none"> To write to persuade 	<ul style="list-style-type: none"> Use of 2nd person Personal pronouns Planned repetition Facts & Statistics Hyperbole Use imperative and modal verbs Use adverbials to convey sense of certainty Use short sentences for emphasis Use of the formal subjunctive form

			<ul style="list-style-type: none">• Use dashes to emphasise additional information• Use colons to add further detail in a new clause• Use semi-colons to join related clauses			<ul style="list-style-type: none">• Use dashes to emphasise additional information• Use colons to add further detail in a new clause• Use semi-colons to join related clauses			<ul style="list-style-type: none">• Use ? ! for rhetorical / exclamatory sentences• Use colons and semi-colons to list features, attractions or arguments• Use brackets or dashes for parenthesis• Use semi-colons for structured repetition
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