



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
<u>Key texts</u> My Very First Mother Goose A Great Big Cuddle Tanka, Tanka, Skunk The Train Ride	<u>Key texts</u> Man on the Moon Aliens Love Underpants The Jolly Christmas Postman	<u>Key texts</u> The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man Jack and the Beanstalk	<u>Key texts</u> Oh, No George!	<u>Key texts</u> Errol’s Garden Sam Plants a Sunflower Oliver’s fruit Jasper’s Beanstalk Yucky worms	<u>Key texts</u> The Rainbow Fish Night pirates Under the sea Deep Sea Diary Commotion in the Ocean Hooray for Fish

	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 1st half term	Billy's Bucket Astro Girl	➤ To write to entertain	<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	➤ To write to inform	<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	➤ To write to inform	<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
	2nd half term		Little Red Riding Hood We're Going on a Bear Hunt	<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 		Orion and the Dark Poems to Perform	<ul style="list-style-type: none"> • Time sequenced • Begin to differentiate between past and present tense to suit purpose • 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 		The Robot and the Bluebird The Gingerbread Man

Year 2 1st half term	Rumpelstiltskin The Dark Animal Poems	➤ To write to entertain	<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 	Stone Age Boy The Lonely Beast	➤ To write to entertain	<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 	Ten Things I Can Do To Help My World Anthony Browne author focus	➤ To write to inform	<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
2nd half term	Great Fire of London Toby and the Great Fire of London	➤ To write to inform	<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 	Wild One Day on our Blue Planet...in the Savannah The Gruffalo	➤ To write to entertain	<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 	The Bee Who Spoke	➤ To write to inform	<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	➤ To write to entertain	<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	➤ To write to entertain	<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	➤ To write to inform	<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	➤ To write to inform	<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	➤ To write to entertain	<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	➤ To write to persuade	<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

<p>Year 4 1st half term</p>	<p>Pebble in my Pocket Krindlekra x</p>	<p>➤ To write to inform</p>	<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 	<p>Noah Barleywater The Tin Forest</p>	<p>➤ To write to entertain</p>	<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 	<p>I Believe in Unicorns</p>	<p>➤ To write to persuade</p>	<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>2nd half term</p>	<p>Beowulf Iron Man</p>	<p>➤ To write to entertain</p>	<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 	<p>Rose Blanche Goodnight Mr Tom</p>	<p>➤ To write to inform</p>	<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 	<p>Pandora Varjak Paw</p>	<p>➤ To write to entertain</p>	<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

Year 5 1st half term	Cosmic	➤ To write to inform	<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 	Kensuke's Kingdom	➤ To write to entertain	<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 	Non-fiction link to Jane Goodall and environmental issues	➤ 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 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
2nd half term	Odysseus's Adventures Greek Myths	➤ To write to discuss	<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 	Clockwork Jabberwocky Michael Rosen poetry	➤ To write to entertain	<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 	The Boy Who Cycled the Americas Native American short stories	➤ To write to entertain	<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 semi-colons for to mark related clauses • Use colons and semi-colons to punctuate complex lists 						
Year 6 1st half term	Rooftoppers The Lost Thing	➤ To write to inform	<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 A Midsummer Night's Dream	➤ To write to discuss	<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 	Treason	➤ 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 Varmints	➤ 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 	Holes	➤ 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 	Shackleton's Journey The Journey	➤ 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

			<p>to describe characters and settings</p> <ul style="list-style-type: none">• 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			<ul style="list-style-type: none">• 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			<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
--	--	--	---	--	--	--	--	--	---