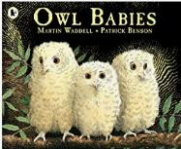
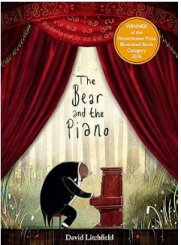
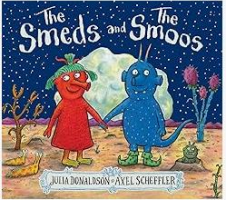
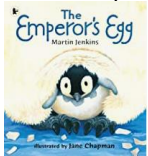
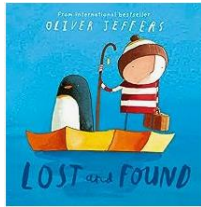
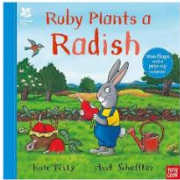
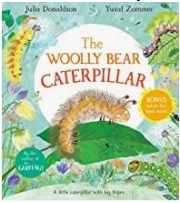


# ENGLISH OVERVIEW 2024-25

WILLOW CLASS RECEPTION and YEAR ONE	Autumn Term	Spring Term	Summer Term
<p><b>BOOK CLUB BOOKS:</b> chosen by the teacher and voted for by the children</p> <p><b>Little Wandle Rhyme Time:</b></p> <ul style="list-style-type: none"> <li>*1,2,3,4,5</li> <li>*Baa Baa Black Sheep</li> <li>*Hey Diddle Diddle</li> <li>*Humpty Dumpty</li> <li>*Jack and Jill</li> <li>*Miss Molly Had a Dolly</li> <li>*Pat a Cake</li> <li>*Round and Round the Garden</li> <li>*Grand Old Duke of York</li> <li>*Twinkle, Twinkle</li> <li>*Wind the Bobbing Up</li> <li>*Wheels on the Bus</li> <li>*Row, Row, Row Your Boat</li> <li>*Ring-a-Ring of Roses</li> <li>*1,2 Buckle My Shoe</li> <li>*Mary, Mary Quite Contrary</li> <li>*Incey Wincey Spider</li> <li>*Hickory Dickory Dock</li> </ul>	<p><b>Reception writing outcomes:</b></p> <ul style="list-style-type: none"> <li>*Fine motor strength activities (Funky Fingers)</li> <li>*Begin to adopt tripod pencil grip</li> <li>*Write own name with correctly formed letters</li> <li>*Write initial sounds for labels</li> <li>*Learn and recite a known poem with actions (Harvest)</li> </ul> <p><b>Y1 writing outcomes:</b></p> <ul style="list-style-type: none"> <li>*Retell a familiar story</li> <li>*Write labels and captions</li> <li>*Write simple sentences beginning to demarcate with capital letters and full stops.</li> </ul> <p><b>Core texts:</b></p> <ul style="list-style-type: none"> <li>*'Owl Babies' by Martin Waddell</li> </ul>  <ul style="list-style-type: none"> <li>*'The Bear and the Piano' by David Litchfield</li> </ul>  <ul style="list-style-type: none"> <li>*'The Smeds and the Smoos' by Julia Donaldson</li> </ul> 	<p><b>Reception writing outcomes:</b></p> <ul style="list-style-type: none"> <li>*Write words by segmenting to spell</li> <li>*Know the capital letters that match each lower-case letter</li> <li>*Write lower case and upper-case letters accurately</li> <li>*Write coherent phrases and sentences using known sounds</li> <li>*Begin to leave spaces between words when writing phrases and sentences</li> <li>*Begin to use capital letters at the start of sentences, and end sentences with a full stop</li> </ul> <p><b>Y1 Core writing outcomes:</b></p> <ul style="list-style-type: none"> <li>*Write sentences to give information</li> <li>*Write a sequence of simple sentences (based on given pictures from a familiar narrative)</li> <li>*Perform a poem for an audience</li> </ul> <p><b>Core texts:</b></p> <ul style="list-style-type: none"> <li>* 'The Emperor's Egg' by Martin Jenkins</li> </ul>  <ul style="list-style-type: none"> <li>*'Lost and Found' by Oliver Jeffers</li> </ul>  <ul style="list-style-type: none"> <li>*'We're Going on a Lion Hunt' by David Axtell</li> </ul>	<p><b>Reception writing outcomes:</b></p> <ul style="list-style-type: none"> <li>*Write sentences about own experiences</li> <li>*Write a simple set of sequenced instructions</li> <li>*Order events in a narrative and write captions and labels</li> <li>*Write simple sentences to describe</li> <li>*Create a poster for an audience</li> </ul> <p><b>Y1 Core writing outcomes:</b></p> <ul style="list-style-type: none"> <li>*Write a sequence of simple sentences to form instructions</li> <li>*Describe a familiar character using a sequence of sentences.</li> <li>*Write a sequence of sentences to re-tell a narrative</li> <li>*Persuade an audience with extended sentences</li> </ul> <p><b>Core texts:</b></p> <ul style="list-style-type: none"> <li>*'Ruby Plants a Radish' by Kate Perry</li> </ul>  <ul style="list-style-type: none"> <li>*'The Woolly Bear Caterpillar' by Julia Donaldson</li> </ul>  <ul style="list-style-type: none"> <li>*'Somebody Swallowed Stanley' by Sarah Roberts</li> </ul>

\*A Sailor Went to Sea

Plus additional books to share during DEAR time (as voted for by pupils or free choice reading time for pupils)

#### BOOK CLUB

introduced/led and chosen by the class teacher

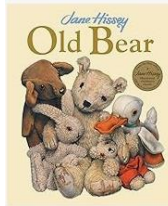
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#### Y1 Core writing outcomes:

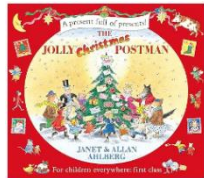
- \*Order the events in a familiar story
- \*Write a simple letter for a given purpose
- \*Learn and recite a known poem with actions

#### Core texts:

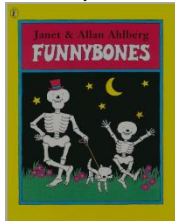
- \*'Old Bear' by Jane Hissey



- \*'The Jolly Postman's Christmas Letters' by Janet and Allan Ahlberg

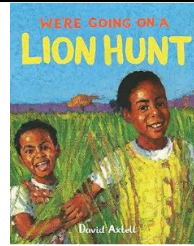


- \*'Funny Bones' by Janet and Allan Ahlberg



#### Additional texts and rhymes to read:

- \*We Are All Welcome – Alexandra Penfold
- \*Colour Monster – Anna Llenas
- \*Brush Your Teeth rhyme / song (BBC Teach)
- \*Five Little Ducks Went Swimming (BBC Teach)
- \*5 Currant Buns (BBC Teach) – include the children
- \*Elephants Have Wrinkles (Tumble Tots)
- \*Open Shut Them (- hand and finger movements)



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#### Y1 Core writing outcomes:

- \*Create a new character for a narrative and write a simple description

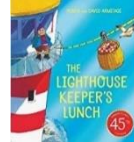
#### Core texts:

- \*'Poems Out Loud' by various authors



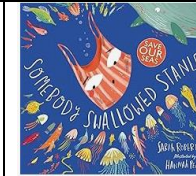
- \*'The Storm Whale'

- \*'The Lighthouse Keeper's Lunch' by Ronda Armitage



#### Additional texts and rhymes to read:

- \*We're Going On A Bear Hunt – Michael Rosen
- \*Egg to Penguin (non-fiction)
- \*Five Little Penguins –
- \*I'm A Little Teapot
- \*I'm a Little Penguin (tune of Teapot)
- \*Royal Penguins
- \*I Love Red (Little Red Riding Hood – BBC Teach)



#### Additional texts:

- \* 'The Gingerbread Man' retold by various authors
- \*'The Three Little Pigs' retold by various authors

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#### Y1 Core writing outcomes:

- \*Retell a known story using a sequence of simple sentences
- \*Perform a known poem in parts with appropriate actions and accompaniment

#### Core texts:

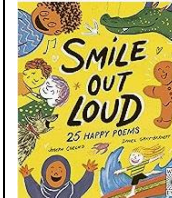
- \*'There Is No Dragon in This Story' by Lou Carter



- \*'The Something' by Rebecca Cobb



- \*'Smile Out Loud' by Josep Coelho



#### Additional texts and rhymes to read:

- \*'Rainbow Fish' by Marcus Pfister
- \*'Superworm' by Julia Donaldson

# OAK CLASS YEAR ONE and TWO

Additional texts to share during the year:  
Nursery rhymes  
REVISION of those learned in Reception

Plus additional books to share during DEAR time (as voted for by pupils or free choice reading time for pupils)

## BOOK CLUB

introduced/led and chosen by the class teacher including:

- \*The Odd Fish
- \*Who Are You ?
- \*How to Help a Hedgehog and Protect a Polar Bear
- \*The Skies Above My Eyes
- \*Red Alert
- \*Rosie Revere, Engineer
- \*What's the Weather ?
- \*Sunflower Sisters
- \*Diary of a Big Bad Wolf
- \*Fleabag
- \*Dick King Smith – More Animal Stories
- \*Tigress
- \*Princess and the Pea

## Autumn Term

### Y1 Core writing outcomes:

- \*Retell a familiar story
- \*Order the events in a familiar story
- \*Write labels and captions for pictures

### Y2 Core writing outcomes:

- \*Write a sequence of sentences to retell a familiar story
- \*Write a sequence of sentences to describe a familiar character
- \*Plan and write an information page including basic organisational devices

### Core texts:

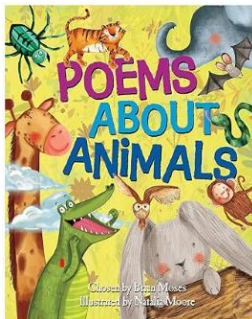
- \*'Woolf' by Alex Latimer



- \*'The Most Important Animal of All' by the British Ecological Society (Y2)



- \*'Poems about Animals' chosen by Brian Moses



### Additional texts:

## Spring Term

### Y1 Core writing outcomes:

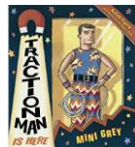
- \*Write a description of a character in a familiar story
- \*Create a new character for a story and present as a labelled diagram
- \*Write a simple list poem

### Y2 Core writing outcomes:

- \*Write a short story with a simple structure
- \*Create a fact file for a new character
- \* Write a list poem based on a familiar person

### Core texts:

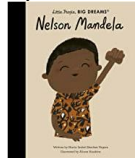
- \*'Traction Man' by Mini Grey



- 'Superheroes Don't Get Scared' by Kate Thompson



- \*'Little People, Big Dreams' series: Nelson Mandela by Maria Isabel Sanchez Vegara (Y2)



### Additional texts:

- \*'Traction Man meets Turbo Dog' by Mini Grey
- \*'Traction Man and the Sea Odyssey' by Mini Grey

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### Y1 Core writing outcomes:

## Summer Term

### Y1 Core writing outcomes:

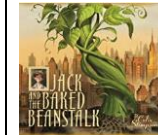
- \*Describe a familiar character using a sequence of sentences
- \*Create a simple 'Wanted' poster for a character using descriptive language

### Y2 Core writing outcomes:

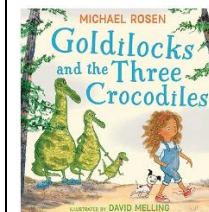
- \*Write a persuasive letter in the persona of a given character
- \*Write a story in a particular style
- \*Create a 'Wanted' poster for a character using a variety of grammatical features and organisational devices

### Core texts:

- \*'Jack and the Baked Beanstalk' by Colin Stimpson



- \*'Goldilocks and the Three Crocodiles' by Michael Rosen



- \*'The Three Little Wolves and the Big Bad Pig' by Eugene Trivizas (Y2)



### Additional texts:

- \*'The Princess and the Pig' by Jonathan Emmett

\*'The World's Ridiculous Animals' by Philip Bunting

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**Y1 Core writing outcomes:**

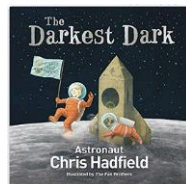
- \*Write simple sentences with capital letters and full stops (based on a given topic or stimulus)
- \*Write a sequence of sentences about a real event
- \*Write a simple letter for a given purpose
- \*Learn and recite a known poem with actions

**Y2 Core writing outcomes:**

- \*Write a recount of a real event (cross curricular link)
- \*Write a simple biography (including factual information and basic organisational devices) about a known person
- \*Write a letter for a given purpose featuring simple organisational devices
- \*Learn and recite a known poem with actions

**Core texts:**

\*'The Darkest Dark' by Chris Hadfield



\*'Whatever Next' by Jill Murphy

- \*Write a basic postcard in the persona of a given character
- \*Write some sequenced sentences based on given pictures

**Y2 Core writing outcomes:**

- \*Write several short first person narratives in a sequence (postcard or diary account)
- \*Write a recount based on events in a story

**Core texts:**

\*'The Great Explorer' by Chris Judge



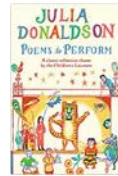
\*'Coming to England' by Floella Benjamin



\*'Meerkat Mail' by Emily Gravett (Y2)



\*'Poems to Perform' by Julia Donaldson



**Additional texts:**

\*'A First Poetry Book' by Pie Corbett and Gaby Morgan

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**Y1 Core units of writing:**

- \*Perform a known poem in parts with appropriate actions and accompaniment
- \* Retell an event using a sequence of simple sentences (and some simple organisational devices where appropriate)

**Y2 Core writing outcomes:**

- \*Perform a known poem in parts with appropriate actions and accompaniment
- \*Create a simple information book using basic organisational devices to present and organise writing

**Core texts:**

\*'If You Were a Kid Aboard the Titanic' by John Gregory



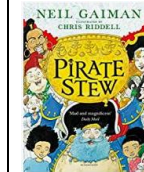
\*'Tragedy at Sea' by David Long



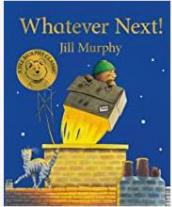
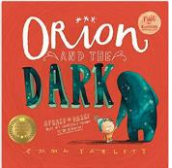
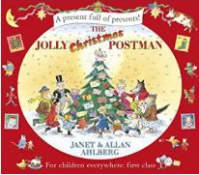
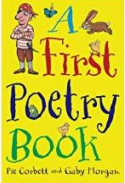
\*'Tom's Titanic' by Jenny Links




\*'Pirate Stew' by Neil Gaiman (rhyming story)





	 <p>*'Orion and the Dark' Emma Yarlett (Y2)</p>  <p>*'The Jolly Postman's Christmas Letters' by Allan Ahlberg</p>  <p><u>Additional texts:</u>          *'Neil Armstrong – Little People, Big Dreams Series'          *'Everything Space' – National Geographic</p>		<p><u>Additional texts:</u>          *'Titanic' by Melissa Stewart          *'The Story of the Titanic for Children'</p>
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	Autumn Term	Spring Term	Summer Term
<p><b>BEECH CLASS</b>  <b>YEAR THREE and FOUR</b></p>	<p><u>CORE UNITS</u> of writing and supporting texts:            *<b>NARRATIVE - SETTING DESCRIPTION</b> of the main setting in the story including similes and metaphors based on 'Leon and the Place Between' by Grahame Baker-Smith            *<b>PERSUASIVE ADVERT</b> write an advert responding to a key event in the text (persuading people to buy tickets for the show) based on 'Leon and the Place Between' by Grahame Baker-Smith</p>	<p><u>CORE UNITS</u> of writing and supporting texts:            *<b>NARRATIVE - CHARACTER DESCRIPTION</b> write a detailed description of a given or new character focussing on multi-clause sentences and including a range of punctuation based on 'Beowulf' by Michael Morpurgo</p>	<p><u>CORE UNITS</u> of writing and supporting texts:            *<b>NARRATIVE</b> write an additional chapter for a known narrative based on 'Asha and the Spirit Bird' by Jasbinder Bilan</p> 

**Additional texts to share during the year:**

**Classic poems:**

- \*The Magic Box
- \*What Are Heavy? by Christina Rossetti
- \*Please Mrs Butler by Allan Ahlberg

**Traditional tale/classic story to study:**

- \*Pocahontas
- \*Hunchback of Notre Dame
- \*Mulan
- \*Hercules

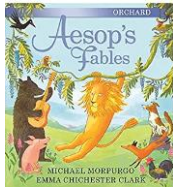
**Plus additional books to share during DEAR time (as voted for by pupils or free choice reading time for pupils)**

**BOOK CLUB**

introduced/led and chosen by the class teacher including:



**\*NARRATIVE - FABLE** write an individual fable with new characters and events whilst following a given format based on 'Aesop's Fables' abridged by Michael Morpurgo



**\*POETRY - SYLLABIC POEMS** appraise, write and share a range of different poetry types based on a range of haiku / tanka / cinquain nature poems written by different poets



Additional writing units and texts:

**\*INSTRUCTIONS** write a full set of instructions explaining how to perform a magic trick based on 'Leon and the Place Between' by Grahame Baker-Smith

**\*INFORMATION PAGE** using organisational devices to structure and write a 'horrible histories' style page on an aspect of Mayan life) based on 'Horrible Histories' by Terry Deary



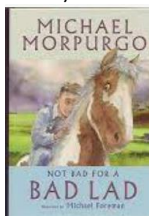
**\*POETRY** appraise, write and compare kenning and haiku poems about a specific theme/s based on a selection of different poems chosen by Roger Stevens



**\*PERSUASIVE SPEECH** write and present a speech explaining a specific way in which one person's actions can make a huge environmental difference based on 'One Plastic Bag' by Isatou Ceesay



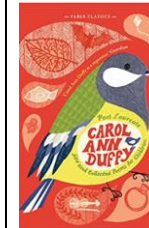
**\*INFORMATION PAGE/GUIDE** write an informative information page that provides the reader with a guide for how to complete a specific task (how to look after a horse) based on 'Not a Bad Lad' by Michael Morpurgo



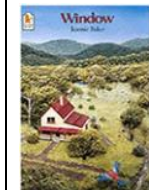
Additional writing units and texts:

**\*RECOUNT** write a scientific journal in the persona of a biologist who has discovered a new species of animal based on 'Fantastic Beasts' by J.K Rowling

**\*POET STUDY OF CAROL ANN DUFFY** complete a series of specifically designed tasks to research the poet, experience her work and experiment in her style (poet originally from Stafford who was poet laureate.) based on a collection of Carol Ann Duffy poems



**\*DEBATE** prepare and take part in a debate based on a proposed development in a given area (pupils will take on different roles and prepare then present their argument/point of view during the debate) based on 'The Window' by Jeannie Baker

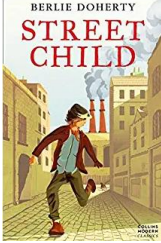
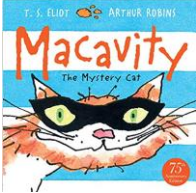
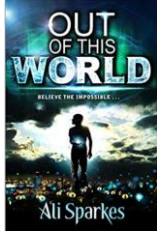


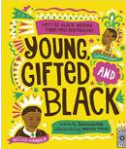


**\*FORMAL LETTER** write a letter from a specific point of view (following on from the formal debate) based on 'The Window' by Jeannie Baker

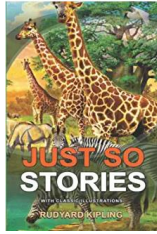
Additional writing units and texts:

**\*RECOUNT** write a series of diary accounts/journal entries detailing the main character's journey focussing on her experiences and feelings based on 'Asha and the Spirit Bird' by Jasbinder Bilan



	Autumn Term	Spring Term	Summer Term
<p><b>SYCAMORE CLASS YEAR FIVE</b></p> <p><b>Additional texts to share during the year:</b>  <b>Classic poems:</b>            *'The Highway Man'            *'The Tyger' by William Blake</p> <p><b>Traditional tale/classic story to study:</b>            *Tales of Robin Hood            * Huckleberry Finn</p> <p><b>Plus additional books to share during DEAR time</b> (as voted for by pupils or free choice reading time for pupils)</p> <p><b>BOOK CLUB</b> introduced/led and</p>	<p><b>CORE UNITS of writing and supporting texts:</b>  <b>*PERSUASIVE LETTER</b> written in a formal style to explore a specific issue raised within the text (letter to the Government citing why the law should be changed regarding children working/conditions) based on 'Street Child' by Berlie Doherty</p>  <p><b>*POETRY - NARRATIVE</b> study, analyse and perform in parts a narrative poem based on 'Macavity – the Mystery Cat' by T.S. Eliot</p>  <p><b>*NARRATIVE - SHORT STORY</b> write a short story with a given focus in a specific style (explaining why/how an animal got a certain feature) based on the 'Just So Stories' by Rudyard Kipling</p>	<p><b>CORE UNITS of writing and supporting texts:</b>  <b>*NARRATIVE – DIFFERENT PERSPECTIVE</b> write part of a known story from a different perspective (either character, narration style or time) based on 'Out of this World' by Ali Sparkes</p>  <p><b>*REPORT</b> write a formal report based on a specific subject (about a new planet that has been discovered, written from the point-of-view of an astronaut) based on a range of space-themed non-fiction books</p>  <p><b>*INFORMATION LEAFLET</b> create a detailed leaflet, featuring a range of organisational devices, explaining a given topic (why recycling is important and what we can do to help to save our planet) based on 'What a Waste' by Jess French</p>	<p><b>CORE UNITS of writing and supporting texts:</b>  <b>NARRATIVE – FREE CHOICE</b> pupils to have free choice regarding a narrative outcome based on the story (e.g. writing an alternative ending, introducing a new character or setting, diary entry for one of the characters, writing an event from a different perspective) based on 'The Explorer' by Katherine Rundell</p>  <p><b>*NEWSPAPER REPORT</b> complete research about a famous black person and write a newspaper report about his/her achievements using a range of organisational devices and key features in keeping with the genre based on 'Young, Gifted and Black' by Jamia Wilson and using 'First News' newspapers</p>  <p><b>*NARRATIVE – ADDITIONAL CHAPTERS</b> write the next part of the story (at a significant point during the story and/or at the end of the story as an additional chapter/alternative ending) based on 'The Boy at the Back of the Class' by Onjali Q. Rauf</p>

chosen by the class teacher including:



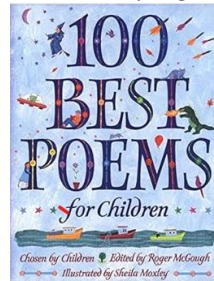
**\*FORMAL PRESENTATION** research, write and give a presentation to the whole class (the content of which is focussed on a specific habitat) based on cross-curricular science links and a range of non-fiction books/online resources

Additional writing units and texts:

**\*DIARY ACCOUNT** (single or series of diary entries from the perspective of a character) based on 'Street Child' by Berlie Doherty

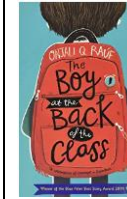


**\*PERFORMANCE POETRY** analysing and exploring imagery and the use of literary techniques within poems. Use these features to write and perform a poem in the same style based on a bank of poems chosen by children and edited by Roger Mogough



Additional writing units and texts:

**\*FORMAL PERSUASION** write a detailed CV in a particular style (about a person with super powers) based on 'Out of this World' by Ali Sparks



**\*POETRY - RHYMING** study different examples and write a detailed and descriptive poem with a distinctive rhyme pattern (a poem about an extinct animal describing how he/she used to live and what happened to him – perform to the class) based on 'The Way of the Dodo' 2016 SAT paper – create a 'found poem' as a stimulus

Additional writing units and texts:

**\*CLASS DEBATE** focussed on a specific issue (the issue of migration within our country – What are the differing views on this subject? What are the human consequences?) based on 'The Boy at the Back of the Class' by Onjali Q. Rauf



# MAPLE CLASS

Additional texts to share during the year:

Classic poems:

- \*'From a Railway Carriage' by Robert Louis Stevenson
- \*Dulce et Docurum Est' by Wilfred Owen

Traditional tale/classic story to study:

- \*King Arthur and the Knights of the Round Table
- \*The Trojan Horse
- \*Frankenstein

Plus additional books to share during DEAR time (as voted for by pupils or free choice reading time for pupils)

BOOK CLUB

introduced/led and chosen by the class teacher including:

## Autumn Term

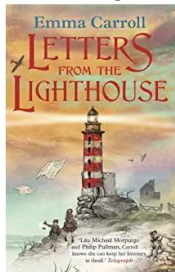
**CORE UNITS** of writing and supporting texts:

\***NARRATIVE - SHORT STORY** writing a story in a specific style, including a range of stipulated grammatical features based on a selection of the 'Mr Men / Little Miss' stories by Roger Hargreaves

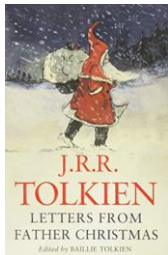
### MR. GRUMPY



\***RECOUNT - PERSONAL LETTER** written from a character's perspective and **FORMAL LETTER** written from a historical figures viewpoint based on 'Letters from the Lighthouse' by Emma Carroll



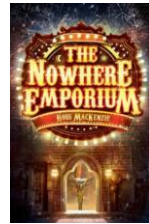
\***INFORMAL LETTER WRITING** children adopt a persona and reply to the Santa letters written by Reception/Key Stage 1 based on letters written by Reception/Key Stage One children and 'Letters from Father Christmas' by J.R.R Tolkien



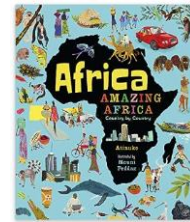
## Spring Term

**CORE UNITS** of writing and supporting texts:

\***NARRATIVE - ADDITIONAL CHAPTER** write an additional chapter for a story and **TWO CONTRASTING DIARY ACCOUNT** of an event within a text based on 'The Nowhere Emporium' by Ross McKenzie



\***INFORMATION LEAFLET** utilising a range of organisational devices, create an informative and persuasive leaflet about visiting a country in the continent of Africa based on 'Africa - Amazing Africa' by Atinuke



\***POETRY - NARRATIVE** analysis and comprehension tasks about a collection of poetry. Write a narrative poem to add to the collection based on 'Happy Here' by multiple authors

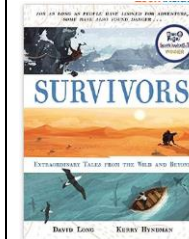


\***ARGUMENT** children to decide which side they would support and write a detailed argument to support either the closing down or keeping open of Camp Green Lake based on extracts from the 'Holes' by Louis Sachar

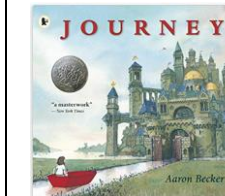
## Summer Term

**CORE UNITS** of writing and supporting texts:

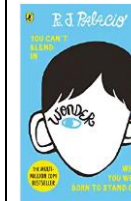
\***CHRONOLOGICAL REPORT** detailing the key events of a survival story based on 'Survivors' by David Long



\***TIMED ASSESSMENT PIECES** a 30 minute piece and a 60 minute piece to be completed under exam conditions (Narrative and Non Narrative). Initial draft to then be reviewed and edited before a final draft is completed. based on 'Journey' by Aaron Becker

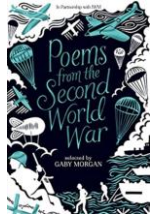


\***RECOUNT** write a first-person recount about how it feels to live with a disability based on 'Wonder' by R.J. Palacio



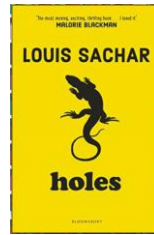
\***POETRY** (writing a narrative poem to capture the key points of a plot from a famous set of stories) based on Shakespeare's Plays

**\*POETRY** reading, analysing and presenting views about a collection of war poetry. Pupils will then write their own poem in the style of one of the poems based on a collection of war poems selected by Gabby Morgan



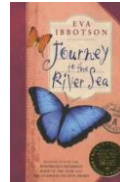
Additional writing units and texts:

**\*NEWSPAPER REPORT** about a key event within a narrative (when the plane crashes before the lighthouse) based on 'Letters from the Lighthouse' by Emma Carroll

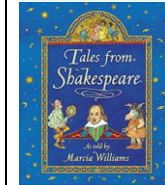
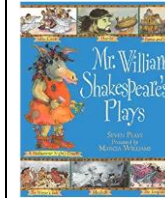


Additional writing units and texts:

**Non chronological report** write a report structured with a range of organisational devices, about the Amazon Rainforest) based on 'Journey to the River Sea' by Eva Ibbotson



**A range of information books about the Ancient Greek Civilisation** (to support the Percy Jackson unit)



Additional writing units and texts:

**Biography** (research a famous person – using a range of organisational devices, the children will write a biography about this person. The choice will be based on a person who inspires them) based on 'The Extraordinary Life of...' series

