

Cleaswell Hill School





English Yearly Overview

2023-24


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	Phase 1			Phase 2			Phase 3			Phase 4			Phase 5			Phase 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Speaking, Listening and Communication 	Expressing interest and preference	Awareness of story structure including character and plot	Using language to communicate feelings	Responding to ideas of others	Retelling a familiar story	Using language to share thoughts and feelings	Taking turns with conversations and understanding what others have said	Retelling and assuming the roles of others	Use language to recreate and imagine ideas with some sequence	Reasoning with others and responding	Changing the roles and the plot of a story	Awareness of purpose of language and how it is adapted in speech	Debate – in formal way with preparation on familiar topic	Presentation – creatively telling your own story/ viewpoint on a familiar topic	Monologue – adapting language for purpose to familiar audiences	Debate – Formal discussion on familiar and unfamiliar topics	Presentation – creatively telling own story/viewpoint in familiar and unfamiliar contexts	Dramatic Monologue – adapting for purpose and intent to unfamiliar audiences
Reading 	Non-Fiction Exploration of structure of texts in appearance structure and content	Fiction Awareness of story structure and sequencing of plots	Poetry Awareness of rhyme and rhythm and preference	Non-Fiction Use a non-fiction text for a purpose e.g. to get information	Fiction Familiar fairy tales and short narrative texts	Poetry Awareness of rhyme and recite some by heart	Non-Fiction Using a non-fiction text in different familiar contexts	Fiction Reading different versions of familiar stories	Poetry Simple rhyming couplets and develop the understanding of intonation	Non-Fiction Using a non-fiction text from the past and present to gather information	Fiction Justifying inference with evidence and making predictions	Poetry Preparing poems and play scripts and different forms of poetry	Non-Fiction Reading advisory and persuasive texts with an understanding of bias, fact and opinion	Fiction Reading adaptations of literary heritage texts and novels	Poetry Reading a range of poetry from different times and preparing to perform	Non-Fiction Exposure to formal persuasive and advisory texts ensuring appropriate use of fact and opinion	Fiction Reading extracts of literary heritage texts and novels	Poetry Reading a range of poetry relating to themes and concepts from different times and recognising use of structure
Writing Composition 	Non-Fiction Labels Lists	Fiction Traditional fairy tales Stories with predictable and patterned language	Poetry Nursery rhymes Counting poems	Non-Fiction Labels Lists Captions	Fiction Traditional fairy tales	Poetry Shape and list poems Raps and rhyming poems	Non-Fiction Labels Lists Captions Newspapers Information texts	Fiction Different stories – same author Character/ Setting descriptions	Poetry Rhyming couplets Poem with given structure Performance poetry	Non Fiction Captions Newspapers Diaries Non chronological reports	Fiction Myths and Legends Adventure writing	Poetry Performance poetry Complex shape poems Rhyming patterns	Non Fiction Newspapers Diaries Reports Letters Persuasive writing	Fiction Adventure/ Mystery Imaginary worlds 19 th Century novels Shakespeare	Poetry Figurative poetry War Poetry Haiku Sonnets Relationships poetry	Non Fiction Newspapers Diaries Reports Letters Persuasive writing	Fiction Adventure/ Mystery/ Horror 19 th Century novels Shakespeare	Poetry Sonnets War Poetry Relationships poetry Anthology poems
Texts to Follow Cultural reading spine 	Smeads and smoos -Julia Donaldson How to catch a star-Oliver Jeffers Julian is a mermaid-Jessica Love	The Cat in the Hat-Dr. Seuss The Ugly Duckling – Hans Christian Andersen	A range of traditional Nursery Rhymes Wriggle and Roar – Julia Donaldson	Yucky Worms - Vivian French In my Mosque – M. O. Yuksel	Jack and the Beanstalk Pumpkin Soup – Helen Cooper Dogger – Shirley Hughes	On the Ning Nang Nong – Spike Milligan Oi Frog - Kes Gray and Jim Field The Swing – Robert Louis Stevenson	Handa's Surprise – Eileen Browne Adapted newspaper/ magazines Dear Earth - Isabel Otter	Jim and the Beanstalk Where the Wild things are – Maurice Sendak Hansel and Gretel – Anthony Browne	The land of Bumbleby Boo – Spike Milligan Chocolate Cake – Michael Rosen	At the Seaside – Robert Louis Stevenson Look Up! – Nathan Byron Dapo Aeola	Harry Potter and the Philosophers Stone – JK Rowling Orphans of the Tide Greek and Roman myths and Legends	Television by Roald Dahl The Dentist and the Crocodile – Roald Dahl From a Railway Carriage – Robert Louis Stevenson	Fair Trade First – Sarah Ridley Greta and the Giants How to Save Water – The Eden Project Range of newspapers	Wonder by R.J. Palacio Kensuke's Kingdom – Michael Murpurgo A Christmas Carol –Charles Dickens	Revoltng Rhymes – Roald Dahl Please Mrs Butler – Allan Ahlberg	When the Rain comes – Tom Pow Fantastically Great women who saved the world – Kate Pankhurst Extracts from Anne Frank and Samuel Pepys	An inspector Calls – J. B. Priestley Lord of the Flies – William Golding Letters from the Lighthouse – Emma Carroll	Aesop's Fables Oh the Places you'll go – Dr. Seuss Dulce et Decorum Est – Wilfred Owen Ozymandias – Percy Bysshe Shelley

Further examples of texts to use can be found on the school cultural reading spine document

Key Skills and key skill elements 	Being numerate – gathering, interpreting and representing data Working with others – collaborating with others to explore an discuss views	Being creative – connecting with literary narrative and being imaginative Being reflective – managing myself and a collection of personal responses over time	Communicating and staying well – being confident and developing a sense of audience and purpose Being expressive – listening and expressing myself in a range of forms	Being numerate – gathering, interpreting and representing data Working with others – collaborating with others to explore an discuss views	Being creative – connecting with literary narrative and being imaginative Being reflective – managing myself and a collection of personal responses over time	Communicating and staying well – being confident and developing a sense of audience and purpose Being expressive – listening and expressing myself in a range of forms	Being numerate – gathering, interpreting and representing data Working with others – collaborating with others to explore an discuss views	Being creative – connecting with literary narrative and being imaginative Being reflective – managing myself and a collection of personal responses over time	Communicating and staying well – being confident and developing a sense of audience and purpose Being expressive – listening and expressing myself in a range of forms	Being numerate – gathering, interpreting and representing data Working with others – collaborating with others to explore an discuss views	Being creative – connecting with literary narrative and being imaginative Being reflective – managing myself and a collection of personal responses over time	Communicating and staying well – being confident and developing a sense of audience and purpose Being expressive – listening and expressing myself in a range of forms	Being numerate – gathering, interpreting and representing data Working with others – collaborating with others to explore an discuss views	Being creative – connecting with literary narrative and being imaginative Being reflective – managing myself and a collection of personal responses over time	Communicating and staying well – being confident and developing a sense of audience and purpose Being expressive – listening and expressing self in a range of forms	Being numerate – gathering, interpreting and representing data Working with others – collaborating with others to explore an discuss views	Being creative – connecting with literary narrative and being imaginative Being reflective – managing myself and a collection of personal responses over time	Communicating and staying well – being confident and developing a sense of audience and purpose Being expressive – listening and expressing myself in a range of forms
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