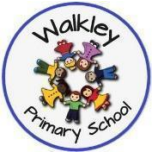
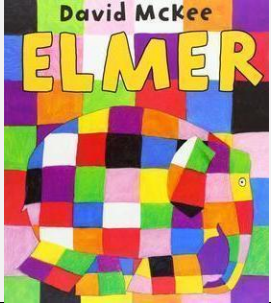
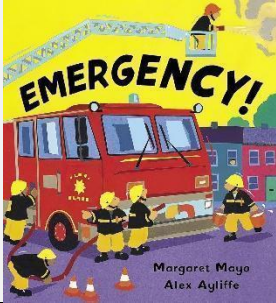
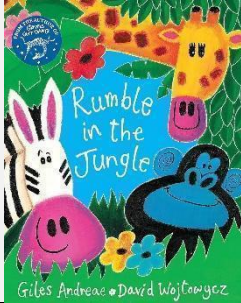
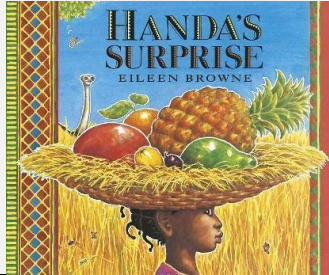
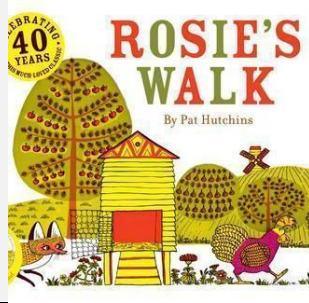
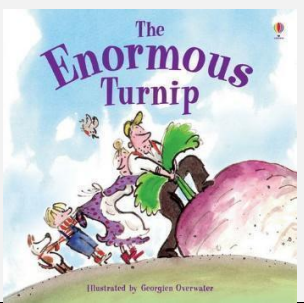
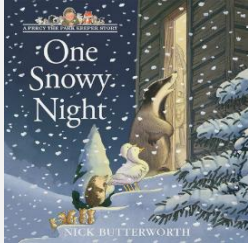
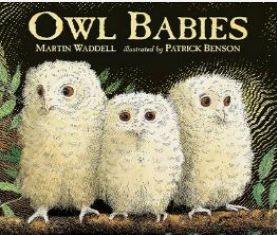
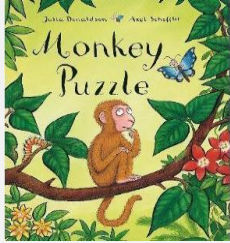
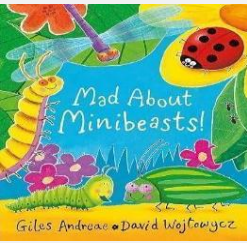
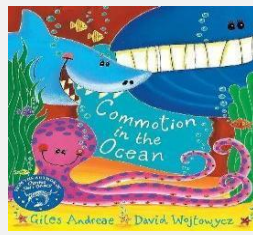
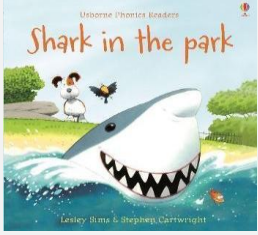
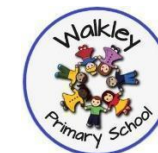


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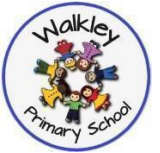
	Autumn 1	Spring 1	Summer 1
F S 1	Theme: Marvellous Me  	Theme: Animals  	Theme: In the Garden  
	Unit 1:- Elmer stories Unit 2: Non-fiction (Emergency services) Sound of the week: m, a, s, d, t, i Phase 1 phonics aspect - 1-16	Unit 1: Rumble in the Jungle Unit 2: Handa's Surprise Sound of the week: n, p, g,	Unit 1: Rosie's Walk Unit 2: The Enormous Turnip
	Autumn 2	Spring 2	Summer 2
	Theme: Winter Wonderland  	Theme: Minibeast  	Theme: The Seaside  
	Unit 1: One Snowy Night Unit 2: Owl Babies	Unit 1: Monkey Puzzle Unit 2: Mad about Minibeasts	Unit 1: Commotion in the Ocean Unit 2: Shark in the Park

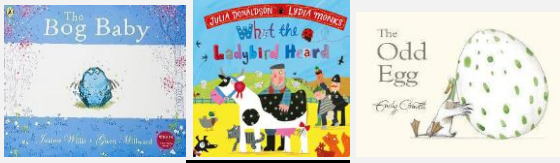
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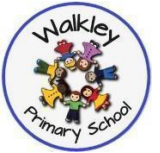
	Autumn 1	Spring 1	Summer 1
F S 2	Theme: Let's Celebrate 	Theme: What a Wonderful World 	Theme: Ready, Steady, Grow! 
	Unit 1: Eric Carle – Mixed up chameleon, The Very Hungry Caterpillar, Goldilocks and the three bears Writing: Draw a self-portrait and write their name Communication and Language: Talk about who they are and why they are special	Unit 1: Weather Non-Fiction: The things I love about trees Writing: Write a caption Communication and Language: Use vocabulary from non-fiction texts to describe facts about the world.	Unit 1: Jack and the Beanstalk Writing: Write a set of instructions (for planting a seed) Communication and Language: Re-tell the story of Jack and the Beanstalk (Helicopter story style)
	Unit 2: Colour Monster Writing: Represent events in a story through pictures Communication and Language: Talk about their own feelings	Unit 2: Handa's Hen Writing: Complete a simple sentence 'It is in the _____' Communication and Language: Re-tell a story using story language - Order the story Handa's Hen using the numbered animals.	Unit 2: Why the bees buzzed off Writing: Write a simple sentence (Bee fact file) Communication and Language: Use vocabulary from non-fiction texts to describe facts about bees
	Unit 3: Goldilocks and the 3 bears Writing: Write initial sounds / Write CVC words Communication and Language: Retell the story of Goldilocks, Hot Seating (Asking questions)	Unit 3: Mr Wolf's Pancakes Writing: Write a list of ingredients Communication and Language: Follow a set of instructions and use instructional language	Unit 3: Teeny Weeny Tadpole Writing: Write a simple sentence (frog fact file) 'The frog can _____' Communication and Language: Ask questions about frogs. Use vocabulary from texts to explain the life cycle of a frog.
	Unit 4: Little Red Hen Writing: Write initial sounds / Write CVC words Communication and Language: Use story language from a traditional tale		

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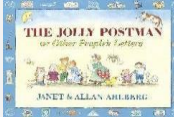
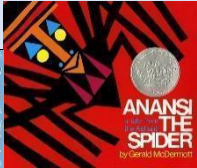
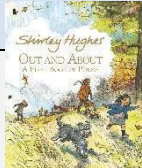
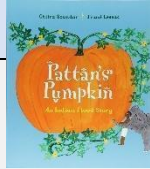
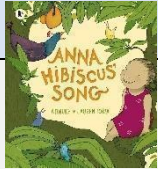


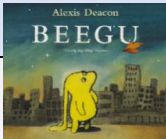
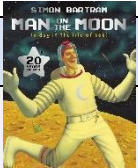
	Autumn 2	Spring 2	Summer 2
	Theme: Winter Wonderland 	Theme: New Life and Amazing creatures 	Theme: Growth and Change 
F S 2	Unit 1 – Little Glow Writing: Write a CVC word (potions) Communication and Language: Talk about their experiences of festivals and celebrations	Unit 1: Bog Baby Writing: Write a caption (describing a character) Communication and Language: To describe a character using adjectives	Unit 1: Supertato Writing: Write a descriptive sentence (Wanted poster) Communication and Language: To describe a character using adjectives
	Unit 2 - Percy the park Keeper - After the storm Writing: Write a CVC words (what to take on an adventure) Communication and Language: Use vocabulary from stories to explain where woodland animals live	Unit 2: What the ladybird heard Writing: Write a sentence 'I can see a ____' Communication and Language: Talk about their favourite experiences of the farm visit. Ask questions (to a farmer)	Unit 2: Oliver's Fruit Salad Writing: Write a set of numbered instructions (recipe). Report Writing Communication and Language: Talk about their preferences
	Unit 3 - We're Going On A Bear Hunt Writing: Write a CVC word (label a map) Communication and Language: Re-tell the story using a story map	Unit 3: The Odd Egg Writing: Write an Easter Card Communication and Language: Go on a listening walk through the school grounds and mark on a map what they heard	Unit 3: Once there were Giants Writing: Write a simple sentence - how they have changed since they were a baby Communication and Language: Talk about the past - what they were like as a baby
	Unit 4 - Lucy and Tom's Christmas Writing: Write a CVC words (present list) Communication and Language: Talk about their experiences in the past and talk about what they may do / want in the future.		

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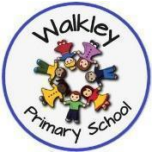


Year 1

	Autumn	Autumn 2
Y e a r 1	Theme: Class Books   	Theme: Stories from Other Cultures  
	Unit 1: Narrative: adjectives Anansi descriptions Letter formation and Fred Fingers focus	Unit 1: Character description – Anna Hibiscus Song To understand what a sentence is. Use a full stop at the end of the sentences (BLUE)
	Unit 2: Letters - The Jolly Postman To use finger spaces To form capital letters correctly (RED)	Unit 2: Pattan Pumpkin Letter To understand what a suffix is To use the -er suffix
	Unit 3: Poetry (Poems to perform) Out and about To use a capital letter at the start. To use a finger space	Unit 3: Pattan's Pumpkin sequence story To sequence sentences to form short narratives. To use the -ed suffix (pushed)

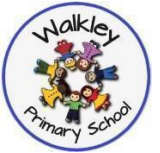
	Spring 1	Spring 2
Y e a r 1	Theme: Fire Fire!  	Theme: Out of This World 
	Unit 1: Non-chronological Report (fire fighters) To use the terms 'nouns' and 'plurals' To use -s for plural nouns	Unit 2: Narrative - Man on the Moon To use a ? To use -ed suffix
	Unit 2: Narrative: Beegu (poster) To use 'and' (PURPLE) to join words and clauses	Unit 3: The Way Back Home To use the -ing suffix To use a capital letter for I
	Unit 3: Oi Frog! To use -es for plural nouns	Consolidation of spelling rules and statutory words

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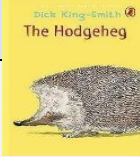
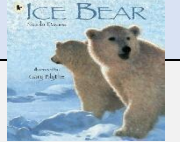
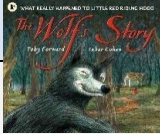
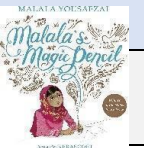


	Summer 1	Summer 2
Y e a r 1	Theme: Traditional Tales 	Theme: Plants are Amazing! 
	Unit 1: Narrative - Cinderella To use the un- prefix.	Unit 1: Poetry: It starts with a seed To use the suffix -est
	Unit 2: Narrative - Gingerbread Man Capital letters for places, days of the week	Unit 2: Narrative: Hug me! To use an !
	Unit 3: Hansel and Gretel To use but to join words and clauses (PURPLE) =	Consolidation of spelling rules and statutory words Consolidation of grammar taught Consolidation of handwriting joins

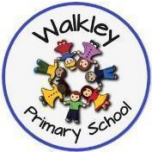
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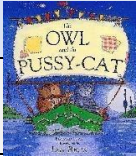
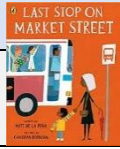
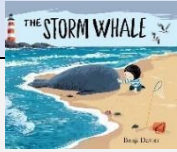


Year 2

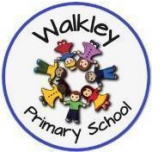
	Autumn 1		Autumn 2	
Y e a r 2	Theme: Class Books	 	Theme: Frozen Planet	 
	Unit 1: Wanted Poster Hodgeheg		Unit 1: Narrative – Setting Focus (Leaf) To use expanded noun phrases to describe/specify	
	Unit 2: Scaredy Squirrel Instructions To understand what is a question and a statement		Unit 2: Letter (Leaf) Use of the progressive form of verbs	
	Unit 3: Magic box poem To use the -ness and the -ment suffixes To use apostrophes for contractions		Unit 3: Non-chronological Report: Polar Bears To use subheadings To use apostrophes to mark possession	
	Spring 1		Spring 2	
Y e a r 2	Theme: Traditional Tales with a Twist	 	Theme: People Who Changed the World	
	Unit 1: Diary: Wolf's Story (Opening) To double the constant after a short vowel sound when adding a suffix To use apostrophes to mark possession		Unit 1: Letter: The Day the Crayons Quit To use the subordinating conjunction 'because' (ORANGE) to join words and phrases To use commas in a list of 3	
	Unit 2: Newspaper Report The True Story of the Three Little Pigs To use 'so' (PURPLE) to join words and phrases To use -ly to turn adjectives into adverbs e.g. quickly		Unit 2: Persuasion: Malala's Magic Pencil To use the subordinating conjunction 'if' (ORANGE) to join words and phrases	
	Consolidation of spelling rules and statutory words	Consolidation of grammar taught	Consolidation of handwriting joins	World Book Day

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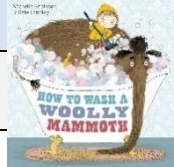


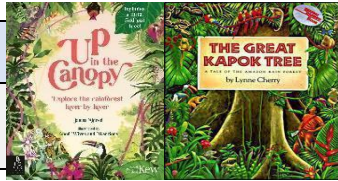
Y e a r 2	Summer 1		Summer 2	
	Theme: Animal Classics  		Theme: Blue Planet  	
	Unit 1: Poetry: The Owl and the Pussycat To identify questions, statements, exclamations and commands.		Unit 1: Narrative: Storm Whale Use of the irregular past tense	
	Unit 2: Narrative - Fable Tortoise and the Hare: First person form tortoise To use exclamation marks (GD)		Unit 3: Persuasive leaflet To use the subordinating conjunction 'that'	
	Unit 3: Narrative To use the subordinating conjunction 'when' (ORANGE) to join words		Consolidation of spelling rules and statutory words Consolidation of grammar taught Consolidation of handwriting joins	

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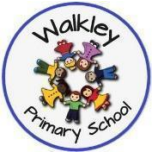


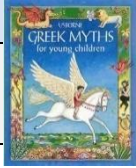
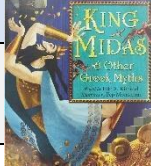
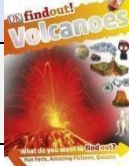
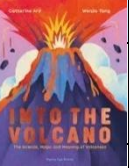
Year 3

	Autumn 1	Autumn 2
Year 3	Theme: Surviving the Stone Age 	Theme: 
	Unit 1: Narrative - Setting Focus (class book) To start my sentences with a subject and a verb To use coordinating conjunctions (BOA)	Unit 1: Recount (letter) The Spider and the Fly To use coordinating and subordinating conjunctions to express time and place (BOA) (TWIB) then, when, if, because
	Unit 2: Portal Narrative: Stone Age Boy To use adverbs to express time and cause To use coordinating conjunctions (BOA)	Unit 2: Biography: Frida Kahlo To use organisational devices (headings, sub-headings) To use nouns and pronouns effectively to avoid repetition
	Unit 3: Poetry (Poems to perform S+L) Sounds of the Stone Age To compose and rehearse sentences orally	Unit 3: Narrative - The Chocolate Tree To use commas to separate adjectives Use subordinating conjunctions – if, because, until

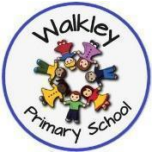
	Spring 1	Spring 2
Year 3	Theme: Exploring the Rainforests 	Theme: Exploring the Rainforests 
	Unit 1: Setting Description of the Rainforest To organise a paragraph around a theme (place) To use prepositions to express time and cause	Unit 1: Persuasive Letter - Save Our Rainforests Campaign To use a range of sentences structures To use the perfect form of verbs e.g. have / had / has
	Unit 2: The Tin Forest (S+L focus) To understand word families To use and punctate direct speech	Unit 2: Non-chronological reports on sloths (S+L focus) To use the forms 'an' and 'a' correctly To use organisational devices (headings, sub-headings)
	Consolidation of spelling rules and statutory words	Consolidation of grammar taught Consolidation of handwriting joins

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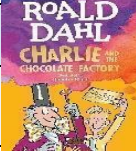


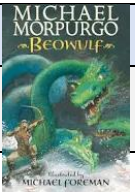
Y e a r 3	Summer 1		Summer 2	
	Theme: Groovy Greeks		Theme: Extreme Earth – volcanoes	
	 		  	
	Unit 1: Character Description of Medusa To understand what an 'adverb' is To use fronted adverbials (place) above, below, on		Unit 1: Diary Linked to Stone Girl, Bone Girl Use subordinating conjunctions – TWIB To use fronted adverbials (time, place, manner)	
	Unit 2: Narrative – Myth: King Midas (S+L focus) To use fronted adverbials (time, place, manner)		Unit 2: Explanation (S+L focus) The Street Beneath my Feet To use fronted adverbials (time, place, manner)	
	Unit 3: Narrative: Gaia – Goddess of Earth To use and punctuate direct speech To use fronted adverbials (time, place)		Consolidation of spelling rules and statutory words Consolidation of grammar taught Consolidation of handwriting joins	

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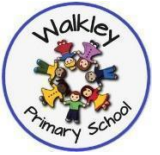


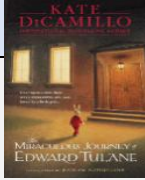
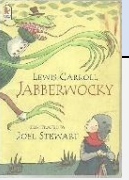
Year 4

	Autumn 1		Autumn 2	
Y e a r 4	Key text: Charlie and the Chocolate Factory (Book Study)		Key texts:	 
	Unit 1: Persuasive chocolate advert (S+L focus) Coordinating and subordinating conjunctions to express time and place (BOA)		Unit 1: Narrative: Mouse, Bird, Snake, Wolf (S+L focus) To use and punctuate direct speech, using inverted commas & speech punctuation Use commas in direct speech	
	Unit 2: Character description: Willy Wonka Use nouns and pronouns effectively in sentences to avoid repetition and aid cohesion		Unit 2: Biography: Julius Caesar Use fronted adverbials with a comma (time, place, manner) Use standard English verb inflections e.g. we WERE (not we was), I DID (not I done)	
	Unit 3: Writing in role (diary) Use noun phrases expanded with adverbial phrases (not fronted adverbials!) To use conjunctions to express time and cause (although)		Unit 3: Poetry: Valerie Bloom (perform) To use grammatical terms confidently: pronoun and possessive pronoun	

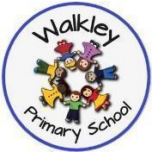
	Spring 1		Spring 2	
Y e a r 4	Key text: The Girl who stole an Elephant by Nizrana Farook		Key texts: Beowulf by Michael Morpurgo	
	Unit 1: Non-chronological report (elephants) Use fronted adverbials with a comma (time, place, manner) Use the present perfect form of verbs in contrast to the simple past tense		Unit 1: Poetry: (Beowulf Kennings) Nouns – concrete, abstract, proper and collective Use the first 2/3 letters in a word to check the spelling in a dictionary	
	Unit 2: Playscript (S+L focus) Use the possessive apostrophe in words with regular and irregular plurals e.g. girls' and children's		Unit 2: Characterising speech (S+L focus) Beowulf vs The Sea Hag To use and punctuate direct speech, including using inverted commas and speech punctuation Use commas in direct speech	
	Consolidation of spelling rules and statutory words	Consolidation of grammar taught	Consolidation of handwriting joins	

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Y e a r 4	Summer 1		Summer 2	
	Key text: The Miraculous Journey of Edward Tulane by Kate DiCamillo		Key texts: The Jabberwocky by Lewis Carroll	
	Unit 1: Diary Diary entry from Abilene's POV when Edward is thrown overboard To understand what a preposition is Use noun phrases expanded by prepositional phrases		Unit 1: Poetry: The Jabberwocky (perform) Learn by heart and perform poetry Assess the effectiveness of their own and others' writing, and propose meaningful changes to grammar and vocabulary	
	Unit 2: Narrative – New owner of Edward To use a range of sentence structures Use and punctuate direct speech, including using inverted commas and speech punctuation		Unit 2: Viking Setting description Using 'Jotun' short film as a stimulus Build cohesion within and across paragraphs using repetition (Y5 challenge)	
	Unit 3: Balanced Argument (S+L focus) Edward Tulane's journey has been a negative one. Use the possessive apostrophe in words with regular and irregular plurals e.g. girls' and children's		Consolidation of spelling rules and statutory words Consolidation of grammar taught Consolidation of handwriting joins	

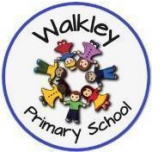
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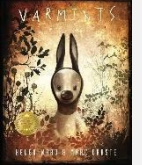


Year 5

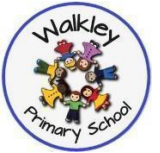
	Autumn 1	Autumn 2
Year 5	Key texts: How to train your Dragon (Book Study) Unit 1: Character description of Hiccup To understand what main clauses and a subordinate clause are Unit 2: Instructions How to take care of a Dragon To use a comma to separate clauses To use a colon to introduce a list Unit 3: Characterising Speech (S+L focus) To use speech punctuation, including commas Build cohesion within and across paragraphs focussing on repetition	Key texts: Secrets of a Sun King (book study) Unit 1: Letters in role Letters in role between characters in the book To adjust levels of formality Unit 1: Setting Description Egyptian desert To use expanded noun phrases To use adverbials to build cohesions Unit 2: Newspaper Report (S+L focus) A newspaper report To use the progressive form of verbs e.g. they are digging, discovering To use brackets for parenthesis
Year 5	Key texts: Just so Stories and 'If' poem by Kipling (Classical text Study) Unit 1: Poetry: Kipling Poetry Analyse poem and write their own version Use dictionaries and thesauruses to check spellings and meanings of words Unit 2: Narrative/Fables: Just so stories To write an opening of a fable Use relative clauses beginning with who/which/ where/when /whose/that (not in the middle of a sentence yet) Consolidation of spelling rules and statutory words Consolidation of grammar taught	Robert Frost Poems, Kings, Queens, Scribes and Ferret Unit 2: Biography A biography of Henry VIII Use relative clauses beginning with who/which/ where/when /whose/that in the middle of a sentence To use brackets for parenthesis Unit 1: Recount: Diary entry (S+L focus) Diary entry from the perspective of Jim after his mother has died To use modal verbs to express possibility Use of standard and non-standard English e.g. we were / we was Consolidation of handwriting joins

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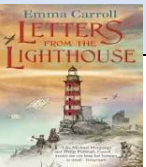


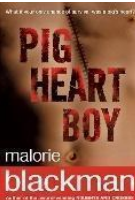
Y e a r 5	Summer 1	Summer 2
	Key texts: Street Child by Berlie Doherty (Book Study) 	Key texts: Planetarium by Raman Prinja Cosmic Disco Varmints (climate change) 
	Unit 1: Discussion text Should Jim escape from the workhouse? To build cohesion through the use of formal coordinating conjunctions (however, additionally, therefore) and formal subordinating conjunctions (although, even though, whereas)	Unit 1: Poetry: Cosmic Disco – poems by Grace Nicholls (Poems to perform) To use commas to avoid ambiguity / clarify
	Unit 2: Descriptive writing Detailed character description of Grimy Nick To use brackets, commas and dashes for parenthesis	Unit 2: Explanation text (S+L focus) What is causing climate change? To use the passive voice
	Unit 3: Non-Chronological Report On the solar system To use semi-colons to separate clauses	Unit 2: Persuasive Letter To help climate change To understand what the subjective is

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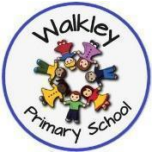


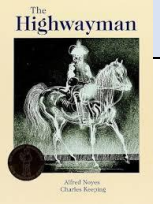
Year 6

	Autumn 1		Autumn 2	
Y e a r 6	Unit 1: Balanced Argument Should Michael's family leave? To use a range of conjunctions To use a ?		Unit 1: Narrative – The Piano opening Writing the opening of the Piano in past tense To use a range of adverbials	
	Unit 2: Recount – Formal Letters in role Between Michael and his Gran To use ;		Unit 2: Narrative: Piano Characterising Speech The write a conversation between grandfather and grandson To use speech punctuation	
	Unit 3: Recount – Informal Letters in role Between Michael and his friend To adjust formality		Unit 3: Persuasion: Letters to the Lighthouse To use parenthesis	

	Spring 1		Spring 2	
Y e a r 6	Unit 1: Recount - Diary entry Diary entry from Cam's perspective To use modal verbs		Unit 1 – Newspaper Reports on Goldilocks To use hyphenated words To use a colon	
	Unit 2: Non-chronological report on pigs To use paragraphs To use a list of 3		Unit 2: Explanation – How the Heart Works To use a passive voice To use a ;	

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	Summer 1		Summer 2	
Y e a r 6	Unit 1: Biography – Noor Inyat Khan To use a range of pronouns for cohesion To use cohesive techniques		Unit 1: Narrative – The Highwayman To use dialogue to advance the action To use the passive voice	
	Unit 2: Suspense Unit – Alma To use dialogue to advance the action To use modal verbs To use dashes to add a strong afterthought		Unit 2: Transition Unit – The Arrival To use a range of adverbials	