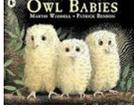
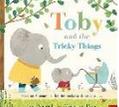
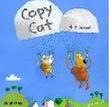
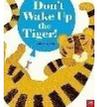
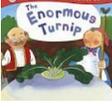
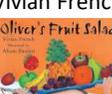
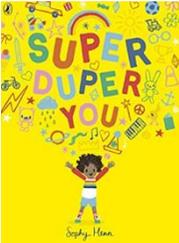
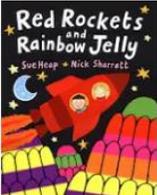




# Rice Lane Primary School English Overview: Nursery

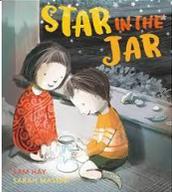
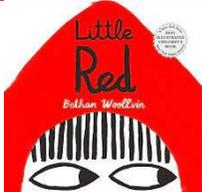
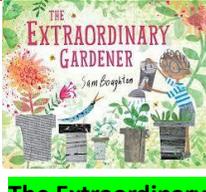
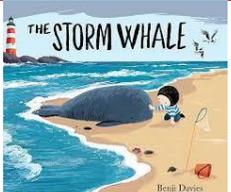
Autumn Term	Spring Term		Summer Term		
Main Texts					
					
<p><b>Our Class is a Family</b> Shannon Olsen</p>	<p><b>Owl Babies</b> Martin Waddell</p>	<p><b>Toby and the Tricky Things</b> Lou Peacock</p>	<p><b>Sam Plants a Sunflower</b> Kate Petty</p>	<p><b>Copy Cat</b> Mark Birchall</p>	<p><b>How to Look After Your Dinosaur</b> Jason Cockroft</p>
					
<p><b>The Colour Monster Goes to School</b> Anna LLenas</p>	<p><b>The Boy and The Bear</b> Tracey Corderoy</p>	<p><b>Don't Wake Up Tiger</b> Britta Techentrup</p>	<p><b>The Enormous Turnip</b> Irene Yates</p>	<p><b>Lionel and the Lion's Share</b> Lou Peacock</p>	<p><b>Dinosaur Rocket!</b> Penny Dale</p>
					
<p><b>Pip and Posy Bedtime</b> FrogAxel Scheffler</p>	<p><b>We're Going on a Bear Hunt</b> Michael Rosen</p>	<p><b>Cinderella</b> Stephanie Stansbie</p>	<p><b>Oliver's Vegetables</b> Vivian French</p>	<p><b>Neon Leon</b> Jane Clarke</p>	<p><b>Stardust</b> Jeanne Willis</p>
					
<p><b>Look and Say What You See in the Countryside</b> Sebastien Braun</p>	<p><b>Peace at Last</b> Jull Murphy</p>	<p><b>The Worst Princess</b> Anna Kemp</p>	<p><b>Oliver's Fruit Salad</b> Vivian French</p>	<p><b>Firefly Home</b> Jane Clarke</p>	<p><b>Whatever Next!</b> Jill Murphy</p>
					
<p><b>Little Red Riding Hood</b> Ed Bryan</p>	<p><b>Stick Man</b> Julian Donaldson</p>	<p><b>Zog</b> Julia Donaldson</p>	<p><b>Franklin Frog</b> Emma and Barry Tranter</p>	<p><b>The Three Little Pigs</b> Nicola Baxter</p>	<p><b>Pip and Posy's New Friend</b> Axl Scheffler</p>
					
<p><b>Nothing Can Frighten a Bear</b> Elizabeth Dale</p>	<p><b>'Twas the Night Before Christmas</b> Clement Moore</p>	<p><b>Jack and the Beanstalk</b> Nosy Crow</p>	<p><b>The Very Hungry Caterpillar</b> Eric Carle</p>	<p><b>The Naughty Bus</b> Jan Oke</p>	<p><b>The Snail and the Whale</b> Julia Donaldson</p>

<p>Link ed stories/ books Reading for pleasure</p>	<p>Marvellous Me What Makes Me, Me, Guess How Much I Love You, Once There Were Giants, Mummy, Mama and Me, Susan Laughs, Astro Girl</p>					<p>Oliver's Vegetables, Oliver's Fruit Salad, Kitchen Disco, Sam's Sandwich, Pass the Jam Jim, The Very Hungry Caterpillar, Green Eggs and Ham, Daisy Eat Your Peas, The Enormous Turnip</p>					<p>The Kiss That Missed The Knight Who Said "No!" Zog The Snail and the Whale The Train Ride Mr Gumpy's Motor Car The Naughty Bus Journey</p>																				
<p>Link ed non-fiction books</p>	<p>The Skies Above My Eyes, A Journey Through: Space, Professor Astro Cat's Solar System, Night Animals (Campbell First Explorers)</p>					<p>See Inside Where Food Comes From, Lift and Look Fruit and Vegetables, cookery books, recipe cards</p>					<p>Maps, Atlases, My Big Book of Transport, Cars and Trucks and Things that Go</p>																				
<p>Protect ed characteristics – discussion books</p>	<p>Celebrating differences</p> 					<p>Celebrating differences</p> 					<p>Celebrating family</p> 																				
<p>Early phonics activities</p>	<p>Body percussion games</p>	<p>Action songs and finger rhymes</p>	<p>Voice sounds games</p>	<p>Environmental sounds games</p>	<p>Listening games</p>	<p>Rhyming books</p>	<p>Rhyming games</p>	<p>Instrument sound games</p>	<p>I spy/ sounds around games</p>	<p>Clapping sounds - introducing oral blending and segmenting</p>	<p>Listening walks</p>	<p>Sounds around games- focussing on alliteration</p>	<p>Body percussion using linked rhymes and poetry</p>	<p>Voice sounds-link with reading for pleasure stories</p>	<p>Oral blending and segmenting activities</p>																
<p>Modelling of oral bending and segmenting</p>																<p>Continue to introduce/recap set 1 sounds picture cards RWI phonics activities-for those children preparing for transition to reception</p>															
<p>Phonics pict</p>	<p>Introduce set 1 speed sounds cards (name the picture cards e.g. Maisy Mountain) m, a, s, d, t, l, n, p, g, o, c, k, u</p>					<p>Recap previously taught speed sound picture cards- m, a, s, d, t, l, n, p, g, o, c, k, u</p>					<p>Continue to introduce/recap set 1 sounds picture cards</p>																				

ure cards					Introduce remaining set 1 speed sounds cards (name the picture cards e.g. Maisy Mountain)-, b, f, e, l, h, r, j, v, y, w, z, x				RWI phonics activities-for those children preparing for transition to reception			
Linked rhymes and poetry	<p><i>Finger rhymes e.g.</i> Wind the Bobbin Up, Tommy Thumb, Round and Round the Garden</p> <p><i>Action rhymes e.g.</i> Row, Row, Row Your Boat, Teddy Bear, Teddy Bear, Heads, Shoulders, Knees and Toes (link to <i>Tiny Happy People</i>)</p>				Fruits - a Caribbean counting poem, Oranges and Lemons, I can eat a rainbow, There's a Tiny Caterpillar on a Leaf				The Wheels on the bus, Down at the Station, Grand old Duke of York, Row, Row, Row Your Boat, When I was one, The Bear Went Over the Mountain, Five Little Dragons			
Physical development	Squiggle Whilst You Wiggle	Finger and action rhymes	Dough/malleable station	Exploring different ways of moving- skipping, running, jumping	Squiggle Whilst You Wiggle	Manging clothes and fastenings	Exploring a wider range of tools and equipment e.g. in the creative area	Using large-muscle movements e.g. waving flags and streamers and making large scale marks	Squiggle Whilst You Wiggle	Den building and exploring spaces e.g. tunnels and boxes	Exploring large scale construction e.g. block play. Sharing ideas and collaborating with others	Beginning to have more control over mark making and writing equipment, e.g. beginning to write letters from own name



# Rice Lane Primary School English Overview: Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
 <p><b>The Something</b> Rebecca Cobb</p>	 <p><b>Star in the Jar</b> Sam Hay</p>	 <p><b>Juniper Jupiter</b> Lizzy Stewart</p>	 <p><b>Little Red</b> Bethan Woolvin</p>	 <p><b>The Extraordinary Gardener</b> Sam Boughton</p>	 <p><b>The Storm Whale</b> Benji Davies</p>
<b>Writing Outcome &amp; Writing Purpose</b>					
<p><b>Narrative:</b> A Losing Story <b>Purpose:</b> To tell and write a losing story</p>	<p><b>Narrative:</b> A Finding Story Sentence <b>Purpose:</b> To tell and write a finding story</p>	<p><b>Narrative:</b> A Superhero Sentences <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Narrative sentences <b>Purpose:</b> To narrate orally a retelling of a traditional tale</p>	<p><b>Narrative:</b> Transformation story sentences <b>Purpose:</b> To tell and transformational story</p>	<p><b>Narrative:</b> A Friendship Story <b>Purpose:</b> To tell and write a friendship story</p>
<p><b>Recount:</b> Animal Sentences <b>Purpose:</b> To inform CP</p>	<p><b>Information:</b> Poster to find a lost star <b>Purpose:</b> To inform (and describe)</p>	<p><b>Information:</b> A letter sentence <b>Purpose:</b> To inform</p>	<p><b>Instructions:</b> Instruction sentences <b>Purpose:</b> To orally construct own sentences</p>	<p><b>Instructions:</b> How to grow a garden plant / vegetable <b>Purpose:</b> To instruct orally own instructions</p>	<p><b>Poems:</b> Sea creature poems <b>Purpose:</b> To describe</p>
<b>Grammar: Word</b>					
<b>Build on previous learning &amp; focus on:</b>					
<b>Focus on:</b>					
Children will acquire an increased amount of grapheme-phoneme correspondences across the reception year. Encourage the application of taught GPCs in writing. This may take place in both teacher-led activities and across the provision as part of a broad and balanced EYFS offer. Phonetically plausible attempts until new graphemes have been taught.					
is, it, in, at, and, the	I, no, go, to	he, she, we	me, be, was, no	my, they, her, all, are	have, like, some, come, you, were, little, one, all, do, when, out what

## Grammar: Sentence

Build on previous learning & focus on:

Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)

Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'

## Grammar: Text

Build on previous learning & focus on:

Sequencing spoken sentences to form short narratives orally.  
Help retell stories orally by:  
1) Using repeated story language e.g. she ran and she ran and she ran  
2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly

Sequencing sentences to form short narratives.  
Help retell stories orally to support writing (depending on developmental stage) by:  
1) Using repeated story language e.g. she ran and she ran and she ran  
2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly

## Grammar: Punctuation

Build on previous learning & focus on:

Letter formation  
Separation of words with spaces

Letter formation  
Separation of words with spaces  
Personal pronoun - I

Letter formation  
Separation of words with spaces  
Capital letters  
Personal pronoun - I  
Full Stops

Letter formation  
Separation of words with spaces  
Capital letters  
Personal pronoun - I  
Full Stops

Letter formation  
Separation of words with spaces  
Capital letters  
Personal pronoun - I  
Full Stops  
Capital Letters for names

Letter formation  
Separation of words with spaces  
Capital letters  
Personal pronoun - I  
Full Stops  
Capital Letters for names

**Terminology for pupils:** letter, capital letter, word, sentence, full stop, question mark

## Phonics

Read Write Inc progression:

Children to learn 16 single letter sounds.

Children to read all 25 single letter sounds and blend sounds into words orally.

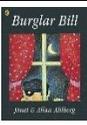
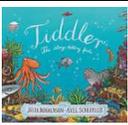
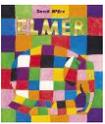
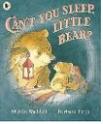
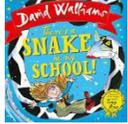
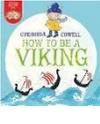
Children will be able to read sh, th, ch, qu, ng, nk.

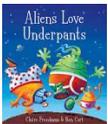
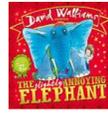
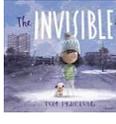
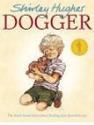
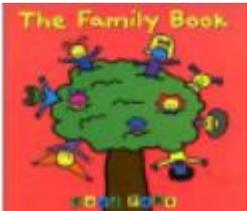
Children will read additional Set 1 special friends, ll, ss, ff, ck.

Children will read additional Set 1 special friends, ll, ss, ff, ck.

Children to read first six Set 2 sounds, ay, ee, igh, ow, oo, oo.

		Children will blend sounds to read words and read short Ditty stories.	Children will read Red story books.	Children will read Green Storybooks.	Children to read Green or Purple Storybooks.
<b>Physical Development</b>					
Squiggle While You Wiggle Indoor gross motor station Kitchen utensils in the home corner Purses with zips in shop role play Pegs and washing for baby clothes Small world animals Natural materials for mark making e.g. mud, straw, sticks	Clothing with buttons and zips- role play/outdoor area Hair clips, bobbles, brushes etc to support hairdresser/barbers role play Creative tools and equipment in Christmas themed role play areas Loose parts to support space themed role play	Costumes in role play-continue to manage fastenings including buttons and zips Doctor's equipment linked to role play Action songs linked to superhero theme Linked provision daily, including scissor skills and fine motor activities	Link counting and fine motor e.g. using bead strings, unifix cubes, pegs and peg boards, Numicon, fill the tens frames using pom poms and tweezers. Links to healthy bodies- importance of physical activity. Exploring gross motor movements in the outdoor area.	Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing. 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.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.

<b>Reading</b>						
<b>Talk Through Stories</b>	<b>Farmer Duck</b> Martin Waddell 	<b>Winnie and Wilbur</b> <b>Winnie the Witch</b> Valerie Thomas 	<b>Burglar Bill</b> Janet & Allan Ahlberg 	<b>Cinnamon</b> Neil Gaiman 	<b>The Bear and the Piano</b> David Litchfield 	<b>Tiddler</b> Julia Donaldson 
	<b>Elmer</b> David McKee 	<b>Can't You Sleep, Little Bear?</b> Martin Waddell 	<b>Ravi's Roar</b> Tom Percival 	<b>The Giant Jam Sandwich</b> John Vernon Lord 	<b>The Scarecrow's Wedding</b> Julia Donaldson 	<b>There's a Snake in my School</b> David Walliams 
	<b>Handa's Hen</b> Eileen Browne 	<b>Whatever Next!</b> Jill Murphy 	<b>The Lion Inside</b> Rachel Bright 	<b>How to be a Viking</b> Cressida Cowell 	<b>Click, Clack, Moo Cows that Type</b> Doreen Cronin 	<b>The Rainbow Fish</b> Marcus Pfister 

Protected characteristics –	<b>Lost and Found</b> Oliver Jeffers 	<b>Aliens Love Underpants</b> Claire Freedman 	<b>Supertato</b> Sue Hendra 	<b>On the Way Home</b> Jill Murphy 	<b>The Slightly Annoying Elephant</b> David Walliams 	<b>The Invisible</b> Tom Percival 
	<b>Dogger</b> Shirley Hughes 	<b>The Owl Who Was Afraid of the Dark</b> Jill Tomlinson 	<b>Cops and Robbers</b> Janet & Allan Ahlberg 	<b>Sonya's Chickens</b> Phoebe Wahl 	<b>The Squirrels who Squabbled</b> Rachel Bright 	<b>My Monster and Me</b> Nadia Hussain 
	Celebrating being me 		Celebrating family 		Celebrating differences 	

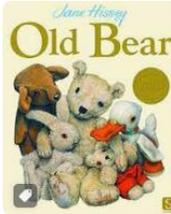
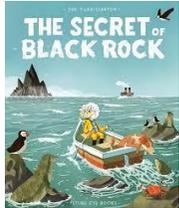
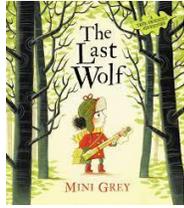
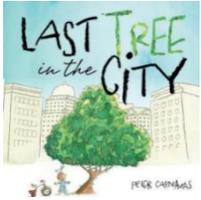
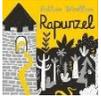
Reading for Pleasure Texts: Linked to the Main Vehicle Texts

 <b>The Something</b> Rebecca Cobb	 <b>Star in the Jar</b> Sam Hay	 <b>Juniper Jupiter</b> Lizzy Stewart	 <b>Little Red</b> Bethan Woolvin	 <b>The Extraordinary Gardener</b> Sam Boughton	 <b>The Storm Whale</b> Benji Davies
<b>Fiction</b>					
<p><b>Books by the same author-</b></p> <p><b>Lunchtime</b> Rebecca Cobb</p> <p><b>Aunt Amelia</b> Rebecca Cobb</p> <p><b>The Everywhere Bear</b> Rebecca Cobb</p> <p><b>Paper Dolls</b> Rebecca Cobb</p>	<p><b>Other finding narratives</b></p> <p><b>Laura’s Star</b> Klaus Baumgart</p> <p><b>Lost and Found</b> Oliver Jeffers</p> <p><b>The Fox and the Star</b> Coralie Bickford Smith</p>	<p><b>Other superhero narratives</b></p> <p><b>Supertato</b> Sue Hendra</p> <p><b>Super Daisy</b> Kes Gray</p> <p><b>Superworm</b> Julia Donaldson</p> <p><b>Super Duck</b> Jez Alborough</p> <p><b>Eliot Midnight Superhero</b> Anne Cottringer</p> <p><b>Nat Fantastic</b> Giles Andreae</p>	<p><b>Other Red Riding Hood Narratives</b></p> <p><b>The Wolf’s Story: What Really Happened to Little Red Riding</b> Toby Forward</p> <p><b>Little Red Riding Hood</b> Stephen Tucker</p> <p><b>Little Red Riding Hood: Flip-up Fairy Tales</b> Jess Stockham</p>	<p><b>Books by the same author</b></p> <p><b>Hello Mr Dinosaur!</b> Sam Broughton</p> <p><b>Hello Mr Elephant!</b> Sam Broughton</p> <p><b>Matisse’s Magic Trail</b> Sam Broughton</p>	<p><b>Books by the same author</b></p> <p><b>The Storm Whale in Winter</b> Benji Davies</p> <p><b>Grandad’s Island</b> Benji Davies (be aware of the themes of this book)</p> <p><b>On Sudden Hill</b> Benji Davies</p> <p><b>Grandma Bird</b> Benji Davies</p>
<p><b>Books with similar theme:</b></p> <p><b>Lost things</b></p> <p><b>Dogger</b> Shirley Hughes</p> <p><b>Traction Man</b> Mini Grey</p> <p><b>Stuck</b> Oliver Jeffers</p> <p><b>Lost and Found</b> Oliver Jeffers</p>	<p><b>Other books with similar theme : Stars/dark</b></p> <p><b>Whatever Next!</b> Jill Murphy</p> <p><b>Can’t You Sleep, Little Bear?</b> Martin Waddell</p> <p><b>Twinkle, Twinkle, Little Star</b> Kate Toms</p> <p><b>Owl Babies</b> Martin Waddell</p>	<p><b>Books with similar theme:</b></p> <p><b>Letters</b></p> <p><b>The Jolly Postman</b> Janet Allan Ahlberg</p> <p><b>The Day the Crayons Quit</b> Oliver Jeffers</p> <p><b>Can I Be Your Dog?</b> Troy Cummings</p> <p><b>Dear Teacher</b> Amy Husband</p> <p><b>Dear Greenpeace</b> Simon James</p>	<p><b>Books with similar themes:</b></p> <p><b>Fairy Tales</b></p> <p><b>Jack and the Beanstalk</b> Stephen Tucker</p> <p><b>The Three Billy Goats Gruff</b> Stephen Tucker</p> <p><b>The Three Billy Goats Fluff</b> Rachael Mortimer</p> <p><b>Mixed Up Fairy Tales</b> Hilary Robinson</p> <p><b>Revolt Rhymes</b> Roald Dahl</p>	<p><b>Other books with similar themes: Growing</b></p> <p><b>The Flower</b> John Light</p> <p><b>Florette</b> Anna Walker</p> <p><b>The Secret Gardener</b> Jeff Helmore</p> <p><b>The Promise</b> Nicola Davies (be aware that this book is a R2W text in Y5)</p> <p><b>Eddie’s Garden</b> Sarah Garland</p> <p><b>The Tiny Seed</b> Eric Carle</p> <p><b>The Little Gardener</b> Emily Hughes</p> <p><b>We are the Gardeners</b> Joanna Gaines</p> <p><b>The Magic Pencil</b> Julia Donaldson</p>	<p><b>Other books with similar themes: The sea</b></p> <p><b>The Snail and the Whale</b> Julia Donaldson</p> <p><b>The Whales’ Song</b> Dylan Sheldon</p> <p><b>Paper Planes</b> Jeff Helmore</p> <p><b>The Rainbow Fish</b> Marcus Pfister</p>
<b>Non-Fiction</b>					

<p><b>A First Book of Animals</b> Nicola Davies <b>Animals</b> Ingela P. Arrhenius</p>	<p><b>The Awesome Night Sky</b> Kay Barnham <b>A Hundred Billions Trillion Stars</b> Seth Fishman <b>Starry Skies</b> Samantha Chagollan</p>	<p><b>People Who Help Us</b> (series)- Rebecca Hunter</p>	<p><b>Paws and Claws!-All About Wolves of the World</b> Bobo's Little Brainiac Books <b>Animal Encyclopaedia</b> Lucy Spelman</p>	<p><b>A Seed is Sleepy</b> Dianna Aston <b>DK Ready, Steady, Grow! Plant</b> Royal Horticultural Society Sally Hewitt</p>	<p><b>The Big Blue Whale</b> Nicola Davies <b>One Tiny Turtle</b> Nicola Davies</p>
<b>Rhymes/Poems</b>					
<ul style="list-style-type: none"> <li>• Old McDonald Had a Farm</li> <li>• The Farmer's in the Dell</li> <li>• Down in the Jungle</li> </ul>	<ul style="list-style-type: none"> <li>• Twinkle, Twinkle Little Star</li> <li>• Lullaby rhymes</li> <li>• Star Light Start Bright</li> <li>• The Wise Old Owl</li> <li>• Zoom, Zoom Zoom, We're Going to the Moon</li> </ul>	<ul style="list-style-type: none"> <li>• If you're super and you know it</li> <li>• How to be a superhero (to the tune Here we go Round the Mulberry Bush)</li> <li>• I'm a Superhero (to the tune I'm a Little Tea Pot)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Here we go round the mulberry bush</li> <li>• Flowers everywhere</li> <li>• A little seed</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



# Rice Lane Primary School English Overview: Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
<p>1 Week Whole School Grammar Focus <b>Float</b> by Daniel Miyares</p> 	 <p><b>Old Bear</b> Jane Hissey</p>	 <p><b>Where the Wild Things Are</b> Maurice Sendak</p>	 <p><b>The Secret of Black Rock</b> Joe Stanton</p>	 <p><b>The Last Wolf</b> Mini Grey</p>	 <p><b>The Last Tree in The City</b> Peter Carnavas</p>
 <p><b>Rapunzel</b> Bethan Woolvin</p>					
<b>Writing Outcome &amp; Writing Purpose</b>					
<p><b>Narrative:</b> A Traditional Tale <b>Purpose:</b> To tell and write a traditional tale</p>	<p><b>Narrative:</b> A discovery Story <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> A Portal Story <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> A Return Story <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> A Hunting Story <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Environment Narrative <b>Purpose:</b> To narrate</p>
<p><b>Instructions:</b> How to catch a witch <b>Purpose:</b> To instruct</p>	<p><b>Recount:</b> Messages <b>Purpose:</b> To recount</p>	<p><b>Information:</b> Wild Things <b>Purpose:</b> To inform</p>	<p><b>Recount:</b> Postcards <b>Purpose:</b> To recount</p>	<p><b>Instructions:</b> Recipes <b>Purpose:</b> To instruct</p>	<p><b>Recount:</b> Letters <b>Purpose:</b> To recount</p>
<b>Grammar: Word</b>					
<b>Build on previous learning &amp; focus on:</b>					
Plural noun suffix -s	Reinforce plural noun suffix -s -es Suffix added to verbs - er	Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives	Suffix added to verbs – ing ed er	Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives	Suffixes that can be added to verbs where no change is needed in the spelling of root words -ing, -ed and -er How the prefix un- changes the meaning of verbs and adjectives

## Grammar: Sentence

Build on previous learning & focus on:

Combining words to make sentences Joining words and clauses using-and	Combining words to make sentences Joining words and clauses using-and	Combining words to make sentences Joining words and clauses using-and, because, so	Combining words to make sentences Joining words and clauses using-and, because, so, but	Combining words to make sentences Joining words and clauses using-and, because, so, but	Combining words to make sentences Joining words and clauses using-and, because, so, but
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## Grammar: Text

Build on previous learning & focus on:

Sequencing sentences to form short narratives Re-reading what is written to check it makes sense	Sequencing sentences to form short narratives Re-reading what is written to check it makes sense	Sequencing sentences to form short narratives Re-reading what is written to check it makes sense	Sequencing sentences to form short narratives Re-reading what is written to check it makes sense	Sequencing sentences to form short narratives Re-reading what is written to check it makes sense	Sequencing sentences to form short narratives Re-reading what is written to check it makes sense
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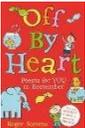
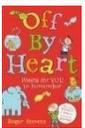
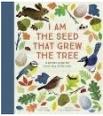
## Grammar: Punctuation

Build on previous learning & focus on:

Separation of words with spaces Capital letters Full Stops	Separation of words with spaces Capital letters Full Stops	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I
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**Terminology for pupils:** letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation

## Poetry

 <p><b>There Are No Such Things as Monsters</b> Roger Stevens</p>	 <p><b>At The Zoo</b> W. M. Thackeray</p>	 <p><b>I Am the Seed That Grew</b> Fiona Waters</p>
<b>Unit Outcome:</b> To create and describe characters to add to the model poem.	<b>Unit Outcome:</b> To extend a list poem.	<b>Unit Outcome:</b> To write a shape poem using senses To join with others to make a poetry sequence

<b>Vocab:</b> crumbs, fluff, underneath, u-bend, beneath, fridge, wardrobe, vacuum cleaner <b>NC CEW:</b> the, there, no, you, come, your, one	<b>Vocab:</b> a-waving, counting, hump, lonely, maw, mercy, museum, mutton, unpleasantly, viking, waddle, wombat <b>NC CEW:</b> of, the, his, l, they	<b>Vocab:</b> glum, beaten, flimsy, mystery, sweetly, sourly <b>NC CEW:</b> a, l, be, so, me, my, the, to, were, you, your, there
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### Spellings

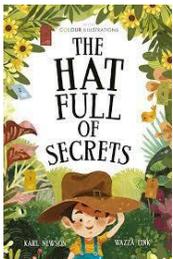
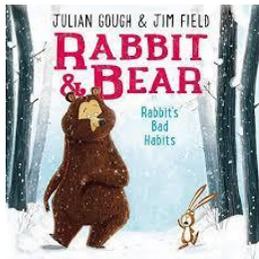
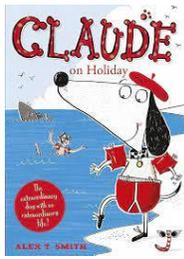
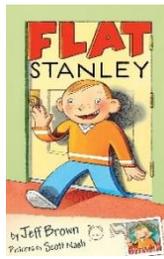
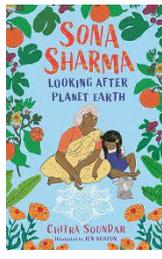
See RWI progression

### Handwriting

Build on previous learning & focus on:

'Curly Caterpillar' letters: c, a, g, d, q	'Curly Caterpillar' letters: q, o, s, f, e 0,6,8,9	'One-armed robot' letters: r, n, m, p	'One-armed robot' letters: b, h, k 2,3,5	'Long Ladder' letters: i, l, t, u, j, y	'Zig-zag' letters: y, v, w, x, z 1,4,7
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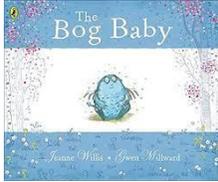
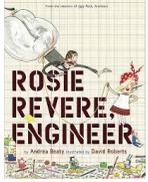
### Reading

Storytime						
	<b>The Hat Full of Secrets</b> Karl Newson & Wazza Pink	<b>Rabbit and Bear: Rabbit's Bad Habits</b> Julian Gough & Jim Field	<b>The Magic Faraway Tree: A New Adventure</b> by Jacqueline Wilson, Mark Beech	<b>Claude on Holiday</b> Alex T. Smith	<b>Flat Stanley</b> Jeff Brown	<b>Sona Sharma, Looking After Planet Earth</b> Chitra Soundar & Jen Khatun
<b>Fiction</b>						

<b>Burglar Bill</b> Allan Ahlberg  <b>Perfectly Norman</b> Tom Percival  <b>A Little Bit Brave</b> Nicola Kinnear  <b>Five Minutes' Peace</b> Jill Murphy	<b>Anna Hibiscus' Song</b> Atinuke	<b>Where the Wild Things Are</b> Maurice Sendak  <b>Frockodile</b> Jeanne Willis  <b>I'm in Charge</b> Jeanne Willis  <b>Six Dinner Sid</b> Inga Moore	<b>Billy and the Beast</b> Nadia Shireen  <b>Billy and Dragon</b> Nadia Shireen  <b>Billy's Bucket</b> Kes Gray  <b>George and the Dragon</b> Christopher Wormell	<b>After the Fall</b> Dan Santat  <b>Gecko's Echo</b> Lucy Rowland  <b>Slow Samson</b> Bethany Christou  <b>The Wonky Donkey</b> Craig Smith	<b>Ruby's Worry</b> Tom Percival  <b>The Lumberjack's Beard</b> Duncan Beedie  <b>This Moose Belongs to Me</b> Oliver Jeffers  <b>Clean Up</b> Nathan Bryon  Hermelin Mini Grey	
	<b>Non-Fiction</b>					
	Everyday materials  Animals Including Humans  History of shopping  The UK in the World	Seasonal change  History of Shopping  The UK in the World	Plants  History of Shopping  The UK in the World	Seasonal change  Queen Elizabeth I/II  Hot and Cold Places	Queen Elizabeth I/II  Hot and Cold Places	Seasonal changes  Queen Elizabeth I/II  Hot and Cold Places
	<b>Poetry</b>					
Nursery rhymes to be read throughout the year.						
Celebrating being me  	Celebrating differences  		Celebrating diversity  			



# Rice Lane Primary School English Overview: Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
<p>1 Week Whole School Grammar Focus <b>Float</b> by Daniel Miyares</p> 	 <p><b>The Night Gardener</b> Terry Fan</p>	 <p><b>The Bog Baby</b> Jeanne Willis</p>	 <p><b>Grandad's Island</b> Benji Davies</p>	 <p><b>The King Who Banned the Dark</b> Emily Booth</p>	 <p><b>Rosie Revere, Engineer</b> Andrea Beaty</p>
 <p><b>A River</b> Marc Martin</p>					
<b>Writing Outcome &amp; Writing Purpose</b>					
<p><b>Narrative:</b> Circular Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Finding Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Return Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Mistake Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Invention Narrative <b>Purpose:</b> To narrate</p>
<p><b>Recount:</b> Letter <b>Purpose:</b> To inform</p>	<p><b>Recount:</b> Diary <b>Purpose:</b> To recount</p>	<p><b>Instructions:</b> How to build a habitat <b>Purpose:</b> To instruct</p>	<p><b>Information:</b> Jungle Animals <b>Purpose:</b> To inform</p>	<p><b>Information:</b> How to be a Regal Leader <b>Purpose:</b> To inform</p>	<p><b>Explanation:</b> How a machine works <b>Purpose:</b> To explain</p>
<b>Grammar: Word</b>					
<b>Build on previous learning &amp; focus on:</b>					
<p>Use of the Suffixes –er &amp; –est in adjectives</p>	<p>Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Use of the Suffixes –er &amp; –est in adjectives Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er &amp; –est in adjectives Use of the suffix –ly to turn adjectives into adverbs</p>

## Grammar: Sentence

Build on previous learning & focus on:

Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification	Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification	Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement.	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification
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## Grammar: Text

Build on previous learning & focus on:

		Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
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## Grammar: Punctuation

Build on previous learning & focus on:

Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list	Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
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**Terminology for pupils:** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma

## Poetry



**The Owl and the Pussycat**  
Edward Lear



**Night Sounds**  
Berlie Doherty



**Fox**  
Kathy Henderson

**Unit Outcome:** To write the first 2 verses of a new poem based on The Owl and the Pussycat

**Unit Outcome:** To write a Night Sounds poem of their own based on Berlie Doherty's version

**Unit Outcome:** To write a descriptive wildlife poem.

**Vocab:** pea-green, plenty, elegant, fowl, charmingly, tarried, shilling, quince, runcible (nonsense word), land, bong-tree

**Vocab:** pasture, fire-fly, new-laid, hungrily

**Vocab:** loping, trails, pickings, alleys, moonshiny, scuffing

**NC CEW:** beautiful, sea

**NC CEW:** would, should, could

**NC CEW:** wild

## Spellings

See RWI progression

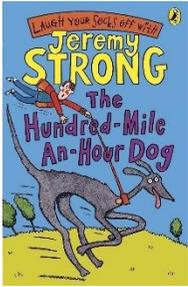
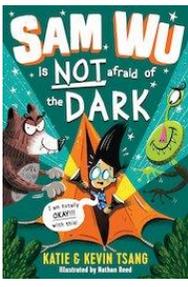
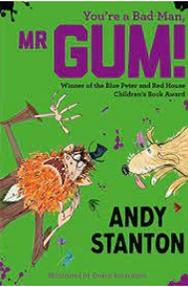
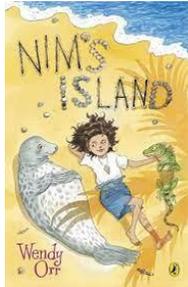
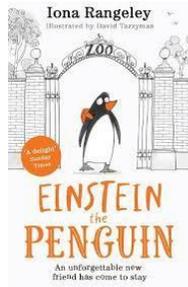
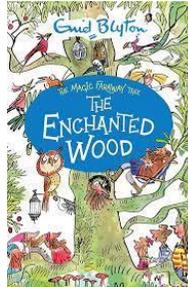
<p>2A Unit 1: The <i>or</i> sound spelt <b>a</b> before <b>l</b> and <b>ll</b> Unit 2: Soft <b>c</b> Special Focus 1: red words - <i>where, could, there, want, was, would, what</i> Unit 3: Adding the suffix <b>-y</b> (short vowel and a consonant ending) Unit 4: Adding the suffix <b>-y</b> (words ending in <b>e</b>) Special Focus 2: Homophones – <i>sea/see, son/sun, blew/blue, knight/night, saw/sore, quite/quiet</i> Unit 5: Adding the suffix <b>-ly</b> Unit 6: The <i>n</i> sound spelt <b>kn</b> and <b>gn</b> Special Focus 3: red words – <i>money, people, busy, half</i> Unit 7: The <i>igh</i> sound spelt <b>y</b> Unit 8: Adding the suffix <b>-ing</b> (short vowel and a consonant ending) Special Focus 4: Homophones – <i>there/their, no/know, right/write, to/too, week/weak, see/sea</i> Unit 9: Adding the suffix <b>-ing</b> (words ending <b>e</b> or <b>ie</b>) Unit 10: The <i>j</i> sound Special Focus 5: Contractions and apostrophes – <i>I'm, I'll, you're, he's, they're, she'll, we're.</i></p>	<p>Unit 11: The <i>o</i> sound spelt <b>a</b> after <b>w</b> and <b>qu</b> Unit 12: Adding the suffix <b>-ed</b> (i) Special Focus 6: The <i>u</i> sound spelt <b>o</b> and the <i>or</i> sound spelt <b>ar</b> after <b>w</b> – <i>mother, brother, other, nothing, Monday, towards, swarm, reward, warm</i> Unit 13: Adding the suffix <b>-ed</b> (ii) Unit 14: Adding the suffix <b>-ed</b> (iii) Special Focus 7: Possessive Apostrophes  2B Unit 1: The <i>r</i> sound spelt <b>wr</b> Unit 2: Adding the suffixes <b>-er</b> or <b>-est</b> (i) Special Focus 1: red words - <i>many, some, should, come, any, would</i> Unit 3: Adding the suffixes <b>-er</b> or <b>-est</b> (ii) Unit 4: Adding the suffixes <b>-er</b> or <b>-est</b> (iii) Special Focus 2: Homophones – <i>see/sea, there/their, too/two, for/four, nose/knows, ate/eight</i> Unit 5: The <i>ee</i> sound spelt <b>ey</b> Unit 6: Adding the suffix <b>-ness</b> (i)</p>	<p>Special Focus 3: Words ending in <b>-il</b> and words where <b>s</b> makes the <i>zh</i> sound – <i>pupil, pencil, fossil, nostril, evil, stencil, council, peril, treasure, usual, television, revision, measure</i> Unit 7: Adding the suffix <b>-ness</b> (ii) Unit 8: Words ending <b>-le</b> Special Focus 4: Homophones – <i>seen/scene, wait/weight, hole/whole, sighed/side, new/knew</i> Unit 9: Words ending in <b>-el</b> Unit 10: Words ending in <b>-al</b> Special Focus 5: The <i>ir</i> sound spelt <b>or</b> after <b>w</b> – <i>worm, world, work, worth, worst, worse, password, workshop, workers</i> Unit 11: Adding the suffix <b>-ful</b> Unit 12: Adding the suffix <b>-less</b> Special Focus 6: Contractions and apostrophes – <i>I've, we'd, they've, you've, you'd, they'd</i> Unit 13: Adding the suffix <b>-ment</b> Unit 14: Words ending in <b>-tion</b> Unit 15: Adding the suffix <b>-es</b> Special Focus 7: Possessive apostrophes</p>
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## Handwriting

Build on previous learning & focus on:

<p>RWI</p> <p>'Curly Caterpillar' letters consolidation</p> <p>A diagonal join to the letter 'c': ac, ec, ic, lc, uc</p> <p>Focus on the diagonal join from a letter with an ascender to a letter without an ascender: da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu</p>	<p>'One-armed robot' and 'long ladder' consolidation Recap the first join alongside new teaching</p> <p>A diagonal join to the letter 's': as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</p> <p>Begin to teach the horizontal join: oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p>	<p>'Zig-Zag' consolidation</p> <p>Recap the first join alongside new teaching</p> <p>A diagonal join to the letter 'e': ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p> <p>A horizontal join: ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu</p>
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Reading

						
<p>Storytime</p>	<p><b>The Hundred- Mile-An-Hour Dog</b> Jeremy Strong</p>	<p><b>Sam Wu is Not Afraid of the Dark</b> Katie and Kevin Tsang</p>	<p><b>You're A Bad Man, Mr Gum</b> Andy Stanton</p>	<p><b>Nim's Island</b> Wendy Orr</p>	<p><b>Einstein the Penguin</b> Iona Rangeley &amp; David Tazzyman</p>	<p><b>The Enchanted Wood</b> Enid Blyton</p>

*Fiction \*to be started once Lang and Lit is completed.*

**Literacy Language group**

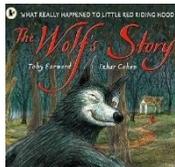
**Traditional Tales and Poetry**



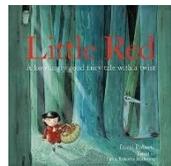
**The Three Little Wolves and the Big Bad Pigs**  
Eugene Trivizas



**The True Story of the 3 Little Pigs**  
Jon Scieszka



**The Wolf's Story**  
Toby Forward



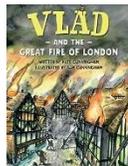
**Little Red: A Howlingly Good Fairy Tale with a Twist**  
Lynn Roberts

**Literacy Language group**

**Link to History - Great Fire of London**



**The Baker's Boy and the Great Fire of London**

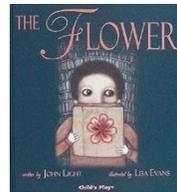


**Vlad and the Great Fire of London**  
Kate Cunningham

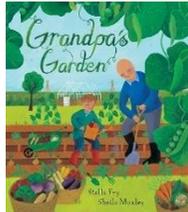
The Christmas Department Store

**Literacy Language group**

**Link to Science - Living Things, Habitats and Plants**



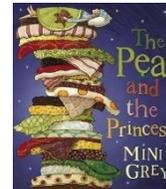
**The Flower**  
John Light



**Grandpa's Garden**  
Stella Fry

**Literacy Language group**

**Classic Poems and Twisted Fairy Tales**



**The Pea and the Princess**  
Mini Grey



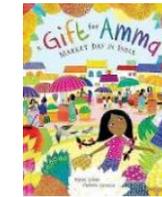
**Once Upon a Wild Wood**  
Chris Riddell

**Literacy Language group**

**Stories from Another Culture - India**



**Monsoon**  
Uma Krishnaswami



<https://www.youtube.com/watch?v=Pqj2AaTx7g>

**A Gift for Amma**  
Meera Sriram



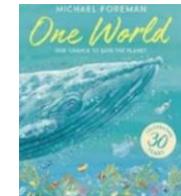
**Priya Dreams of Marigolds and Masala**  
Meenal Patel

**Literacy Language group**

**Link to Geography -UK, Rivers and Seas**



**The Real Boat**  
Marina Aromshtam



**One World**  
Michael Foreman

**Non-Fiction**



**The Great Fire of London: an illustrated history of the Great Fire of 1666**  
Emma Adams



**How to Help Hedgehog and Protect a Polar Bear**  
National Trust



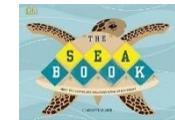
**It Starts with a Seed**  
Jennie Webber



**Festival of Colors**  
Kabir Sehgal/Surishtha Sehgal



**Incredible India**  
Jasbinder Bilan

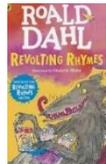


**The Sea Book**  
Charlotte Milner



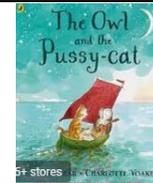
**Sharks and Other Sea Creatures**  
DK

**Poetry**



**Revolting Rhymes**  
Roald Dahl

**The Great Fire of London – A Poem for Kids**  
Paul Perro  
<http://www.history-for-kids.com/great-fire-of-london.html>



**The Owl and the Pussycat**  
Edward Lear



<https://interestingliterature.com/2016/02/a-short-analysis-of-stevensons-from-a-railway-carriage/>  
**From a Railway Carriage**  
Robert Louis Stevenson



**The First Book of the Sea**  
Nicola Davies

Celebrating being an individual



Celebrating differences

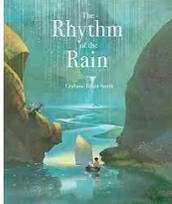
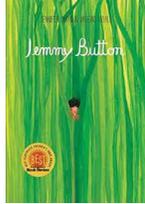
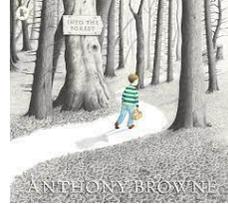
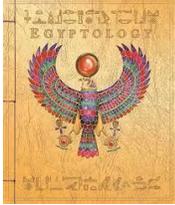


Celebrating families





## Rice Lane Primary School English Overview: Year 3

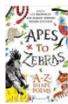
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
<p>1 Week Whole School Grammar Focus <b>Float</b> by Daniel Miyares</p> 	 <p><b>Fox</b> Margaret Wild</p>	 <p><b>Rhythm of the Rain</b> Grahame Baker-Smith</p>	 <p><b>Jemmy Button</b> Alix Barzelay</p>	 <p><b>Into the Forest</b> Anthony Browne</p>	 <p><b>Egyptology</b> Dugald Steer</p>
 <p><b>The Iron Man</b> Ted Hughes</p>					
<b>Writing Outcome &amp; Writing Purpose</b>					
<p><b>Narrative:</b> Approach Threat Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Fable Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Return Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Lost Narrative <b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Egyptian mystery <b>Purpose:</b> To narrate</p>
<p><b>Explanation:</b> How to capture the Iron Man <b>Purpose:</b> To explain</p>	<p><b>Information:</b> Foxes <b>Purpose:</b> To inform</p>	<p><b>Recount:</b> River Information Leaflet <b>Purpose:</b> To inform</p>	<p><b>Information:</b> Letters <b>Purpose:</b> To recount</p>	<p><b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount</p>	<p><b>Recount:</b> A diary entry <b>Purpose:</b> To recount</p>
<b>Grammar: Word</b>					
<b>Build on previous learning &amp; focus on:</b>					
<p>Formation of nouns using a range of prefixes e.g. auto- super- anti-</p>	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)</p>	<p>Use of the forms a or an when next word starts with a consonant or a vowel</p>	<p>Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are</p>	

				related in form and meaning	
<b>Grammar: Sentence</b>					
<b>Build on previous learning &amp; focus on:</b>					
Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	
<b>Grammar: Text</b>					
<b>Build on previous learning &amp; focus on:</b>					
Present perfect form of verbs	Present perfect form of verbs Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material	Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	
<b>Grammar: Punctuation</b>					
<b>Build on previous learning &amp; focus on:</b>					
<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and	<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Inverted commas to punctuate direct speech	Inverted commas to punctuate direct speech	

to mark singular possession in nouns	Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns				
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**Terminology for pupils:** Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

**Poetry**

 <p><b>Dance With Me, Autumn</b> The Literacy Company</p>	 <p><b>The Magnificent Bull</b> The Dinka Tribe</p>	 <p><b>Apes to Zebras</b> Liz Brownlee</p>
<b>Unit Outcome:</b> To write and perform a 5-couplet poem	<b>Unit Outcome:</b> To write and perform a poem in the style of the Dinka tribe.	<b>Unit Outcome:</b> To write a concrete poem.
<b>Vocab:</b> arctic, bitter, blanketed, bracing, carpeted, cough, dusted, flurry, nip, blizzard, gust, icicles, mittens, sledge, sleet, snowdrift, stove, thaw <b>NC Word List:</b> answer, appear, arrive, believe, breath, breathe, caught, disappear, early, earth, February, heart, imagine, natural, ordinary, promise, surprise, through	<b>Vocab:</b> protected, creature, surface, bristles, gulp, sapphire, tranquil, feast, shallows, billowing, mammal, blowhole, baleen, krill, shrimp, shoal, sieve, blubber, equator, colossal <b>NC Word List:</b> actually, consider, earth, enough, guide, heart, increase, important, knowledge, question, sentence, separate, special, therefore, various, weight	<b>Vocab:</b> different, difficult, famous, favourite, fruit, group, guard, height, length, often, peculiar, position, possible, probably, special, straight, strange, strength, suppose, thought <b>NC Word List:</b> different, difficult, famous, favourite, fruit, group, guard, height, length, often, peculiar, position, possible, probably, special, straight, strange, strength, suppose, thought

**Spellings**

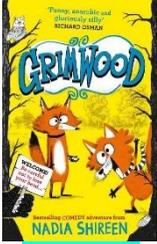
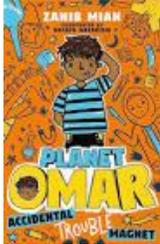
Unit 1: Adding the prefixes <b>dis-</b> and <b>in-</b> Unit 2: Adding <b>im-</b> to root words beginning with <b>m</b> or <b>p</b> Special Focus 1: Orange words – <i>answer, island, February, length, strength, business</i> Unit 3: Adding the suffix <b>-ous</b> Unit 4: Adding the suffix <b>-ly</b> Unit 5: Words ending in <b>-ture</b>	Special Focus 2: Homophones – <i>no/know, write/right, where/wear, meet/meat, great/grate, bear/bare, break/brake, week/weak</i> Unit 6: Adding <b>-ation</b> to verbs to form nouns Unit 7: Words with the <i>c</i> sound spelt <b>ch</b> Unit 8: Words with the <i>sh</i> sound spelt <b>ch</b> Special Focus 3: The short <i>l</i> sound spelt <b>y</b> – <i>myth, Egypt, gym, pyramid, mysterious</i> Unit 9: Adding the suffix <b>-ion</b> (to root words ending in <b>t</b> or <b>te</b> )	Unit 10: Adding the suffix <b>-ian</b> (to root words ending in <b>c</b> or <b>cs</b> ) Unit 11: Adding the prefix <b>re-</b> Special Focus 4: Homophones – <i>not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee</i> Unit 12: Adding the prefix <b>anti-</b> Unit 13: Adding the prefix <b>super-</b> Unit 14: Adding the prefix <b>sub-</b>
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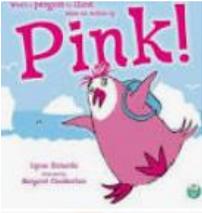
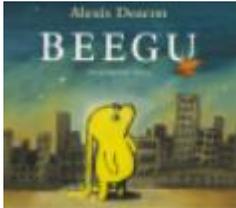
## Handwriting

Build on previous learning & focus on:

<p>Consolidate joins taught in Y2</p> <p><b>s:</b> sh, as, es</p> <p><b>r:</b> ri, ru, ry, er, ir, ur</p>	<p><b>a:</b> oa, ad, as, ai (<i>with ascender eg h/descenders eg y</i>): ha, ta, fa, al, ay, ag</p>	<p><b>e:</b> ee, ea, ed, (<i>practicing horizontal join to e</i>): re, oe, fe</p>	<p><b>o:</b> ow, ov, os, (<i>with ascenders eg l /descenders eg g</i>): ot, ol, ok, og, od</p>	<p><b>y:</b> ky, hy, ly</p>	<p><b>u:</b> fu, wu, vu (<i>practicing horizontal join to u</i>)</p>
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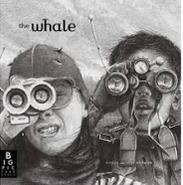
## Reading

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Storytime</p>  <p><b>Fantastic Mr Fox</b> Roald Dahl</p>	 <p><b>Grimwood</b> Nadia Shireen</p>	 <p><b>Planet Omar</b> Zanib Mian</p>
<p>Fiction</p>		

<b>Fantastic Mr.Fox</b> Roald Dahl	<b>Grimwood</b> Nadia Shireen	<b>The Hodgeheg</b> Dick King Smith	<b>Planet Omar</b> Zanib Mian	<b>Charlotte's Web</b> E B White	<b>Wisp: A Story of Hope</b> Zana Faillon
<b>The Nothing to See Here Hotel</b> Steven Butler	<b>The Polar Express</b> Chris Van Allsburg	<b>Stone Age Boy</b> Satoshi Kitamura	<b>The Proudest Blue</b> Ibtihaj Muhammad	<b>Contre Temps</b> Literacy Shed Film	
<b>The Catch</b> Literacy Shed Film	<b>The Greatest Gift</b> Literacy Shed Film	<b>The Lighthouse</b> Lit Shed	<b>The Tin Forest</b> Helen Ward	<b>The Witch Wars</b> Sibéal Pounder	
<b>The Runaway Robot</b> Frank Cottrell-Boyce					
<b>Non-Fiction</b>					
<b>Little Leaders: Bold Women in Black History</b> Vashti Hardy	<b>Woolly Mammoth</b> Literacy Shed	<b>Light</b> Grammasaurus	<b>Young, Gifted and Black</b> Jamia Wilson	<b>Angry Earth – Floods and Droughts</b> Literacy Shed	<b>How to Mummify a Tomato</b> Lit Shed
<b>Prehistoric Britain</b> Alex Frith		<b>Pebble in my Pocket</b> Meredith Hooper			
<b>Poetry</b>					
<b>The Sea is a Hungry Dog</b> James Reeves	<b>Firework Night</b> Enid Blyton	<b>Walking with My Iguana</b> Michael Rosen	<b>Wind On The Hill</b> A.A. Milne		<b>River Runs Free</b> David Windle <b>The River</b> Valerie Bloom
<i>Links to previous English text and History unit</i>	<i>Links to English text</i>	<i>Links to Previous English and History units</i>	<i>Links to Science and English text</i>	<i>Links to English and Geography units</i>	<i>Links to previous History unit.</i>
<b>Celebrating diversity</b> 		Celebrating differences 		Celebrating differences 	



# Rice Lane Primary School English Overview: Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
<p>1 Week Whole School Grammar Focus</p> <p><b>Float</b> by Daniel Miyares</p> 	 <p><b>The Whale</b> Ethan and Vita Murrow</p>	 <p><b>Arthur and the Golden Rope</b> Joe Todd-Stanton</p>	 <p><b>The Lost Happy Endings</b> Carol Ann Duffy</p>	 <p><b>The Journey</b> Francesca Sanna</p>	 <p><b>Manfish</b> Jennifer Berne</p>
 <p><b>Leaf</b> Sandra Dieckmann</p>					
<b>Writing Outcome &amp; Writing Purpose</b>					
<p><b>Narrative:</b> Outsider narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Setting Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Myth Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Twisted Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Refugee Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Invention Narrative</p> <p><b>Purpose:</b> To narrate</p>
<p><b>Information:</b> Polar Bears</p> <p><b>Purpose:</b> To inform</p>	<p><b>Recount:</b> Newspaper Report</p> <p><b>Purpose:</b> To recount</p>	<p><b>Information:</b> Defeating a Viking monster</p> <p><b>Purpose:</b> To inform</p>	<p><b>Persuasion:</b> Letter</p> <p><b>Purpose:</b> To persuade</p>	<p><b>Recount:</b> Diary</p> <p><b>Purpose:</b> To recount</p>	<p><b>Recount:</b> Jacques Cousteau Biography</p> <p><b>Purpose:</b> To recount</p>
<b>Grammar: Word</b>					
<b>Build on previous learning &amp; focus on:</b>					
Verb inflections (we were instead of we was)	Grammatical difference between plural and possessive -s	Grammatical difference between plural and possessive -s	Grammatical difference between plural and possessive -s	Verb inflections (we were instead of we was)	Verb inflections (we were instead of we was)
<b>Grammar: Sentence</b>					
<b>Build on previous learning &amp; focus on:</b>					
Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Fronted adverbials	Fronted adverbials

## Grammar: Text

Build on previous learning & focus on:

Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Paragraphs to organise ideas around a theme	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Paragraphs to organise ideas around a theme	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
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## Grammar: Punctuation

Build on previous learning & focus on:

Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Use commas after fronted adverbials Use inverted commas and other punctuation to indicate direct speech	Apostrophes for possession (plural nouns)	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
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**Terminology for pupils:** Determiner, pronoun, possessive pronoun, adverbial

## Poetry

 <b>The Lost Property Office</b> Roger McGough	 <b>Windrush Child</b> John Agard	 <b>I am the Seed That Grew the Tree</b> Fiona Waters
<b>Unit Outcome:</b> To collaboratively write and perform a list poem	<b>Unit Outcome:</b> To write a free verse, personal narrative poem	<b>Unit Outcome:</b> To write individual Haiku and link these with others in the group to make a series (Renga)
<b>Vocab:</b> deflating, passengers, concertina, ventriloquist's dummy, didgeridoo, lance, eave, discarded, remains, lost, mislaid <b>NC Word List:</b> various, strange, probably, important, possession, peculiar, ordinary, favourite	<b>Vocab:</b> apprehensive, beacon, Caribbean, confused, eager, enthusiastic, horizon, migrate, opportunities <b>NC Word List:</b> arrive, answer, island, imagine, heart, favourite, promise, remember, special, strange, though, although	<b>Vocab:</b> drift, ripples, strewn, nervously, pygmy, frail, glimpse, mere, bask, sprout <b>NC Word List:</b> wait /weight, piece/ peace, flower /flour, week /weak, see /sea

## Spellings

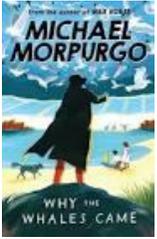
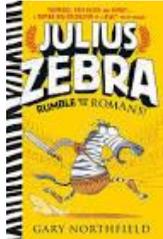
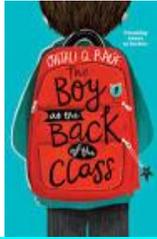
<p>Unit 1: Adding the prefix <b>mis-</b> and revising <b>un-, in-, dis-</b></p> <p>Unit 2: Words ending in <i>zhuh</i> spelt <b>–sure</b></p> <p>Special Focus 1: The short <i>u</i> sound spelt <b>ou</b>: double, trouble, enough, toughest, rougher, young, country, touch</p> <p>Unit 3: Adding the prefix <b>auto-</b></p> <p>Unit 4: Adding the suffix <b>–ly</b> (to adjectives to form adverbs)</p> <p>Unit 5: Adding the prefix <b>inter-</b></p>	<p>Special Focus 2: Homophones – <i>groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury</i></p> <p>Unit 6: Words with the <i>ay</i> sound spelt <b>ei, eigh, ey</b></p> <p>Unit 7: Words ending in <b>–ous</b></p> <p>Unit 8: Words with the <i>s</i> sound spelt <b>sc</b></p> <p>Special Focus 3: Possessive apostrophes with plural words</p> <p>Unit 9: Words ending in <i>zhun</i> spelt <b>-sion</b></p>	<p>Unit 10: Adding <b>il-</b> and revising <b>un-, in-, mis, dis-</b></p> <p>Unit 11: The <i>c</i> sound spelt <b>–que</b> and the <i>g</i> sound spelt <b>–gue</b></p> <p>Special Focus 4: Homophones – <i>heal/heel, missed/mist, who’s/whose, accept/except, affect/effect</i></p> <p>Unit 12: Adding <b>ir-</b> to words beginning with <i>r</i></p> <p>Unit 13: Adding the suffix <b>–ion</b> (i)</p> <p>Unit 14: Adding the suffix <b>–ion</b> (ii)</p>
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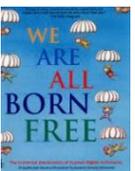
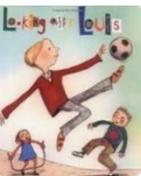
## Handwriting

Consolidate joins taught in Y3

<p><b>Main letter joins:</b></p> <p>ning, ping, ting, cod, ake, ome, are, fla, flo, fle, who, wha, whe, inly, ick, uck, ack, fte, fir, fin</p>	<p><b>Silent letters:</b></p> <p>wra, wri, kni</p>	<p><b>Double letters:</b></p> <p>tt, ll, oo, pp, ss</p>	<p><b>Spacing:</b></p> <p>ew, ev, ex</p>	<p><b>Proportions:</b></p> <p>th, ht, fl</p>	<p><b>Punctuation:</b></p> <p>! ? " ( ) £</p>
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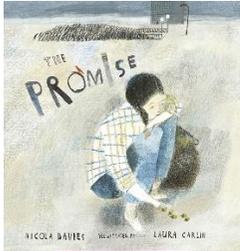
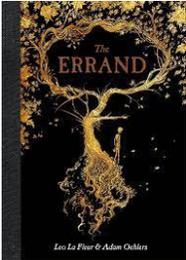
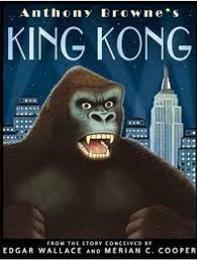
## Reading

<p>Storytime</p>	 <p><b>Why the Whales Came</b> by Michael Morpurgo</p>	 <p><b>Julius Zebra:</b> by Gary Northfield</p>	 <p><b>The Boy at the Back of the Class</b> by Onjali Q. Raúf</p>
<p><b>Fiction</b></p>			

<p><b>The Egyptian Cinderella</b> Shirley Climo</p> <p><b>The White Fox</b> Jackie Morris <a href="http://The-White-Fox-by-Jackie-Morris.html">The-White-Fox-by-Jackie-Morris.html</a> <a href="http://lovereading4kids.co.uk">lovereading4kids.co.uk</a></p> <p><b>Video – The Pyramid</b> (lit shed)</p>	<p><b>Lighthouse</b> (lit shed)</p> <p><b>Why the Whales Came</b> Michael Morpurgo</p> <p><b>Pugs of the Frozen North</b> Philip Reeve</p>	<p><b>How to Train your Dragon</b> Cressida Cowell</p> <p><b>The Dragon Slayer</b> (Lit Shed)</p> <p><b>Beowulf</b> Michael Morpurgo</p>	<p><b>The Great Chocoplot</b> Chris Callaghan</p> <p><b>Wind in the Willows</b> Kenneth Graham</p> <p>The First Storm (NFER)</p>	<p><b>The Boy at the Back of the Class</b> O'njali Q Rauf</p> <p><b>Planet Omar</b> Zanib Mian</p>	<p><b>Oliver and the Seawigs</b> Philip Reeve</p> <p><b>Calypso Song</b> John Denver (link to R2W text)</p> <p><b>Swimming Against the Storm</b> Jess Butterworth</p>
<b>Non-Fiction</b>					
<p><b>Howard Carter article</b> (First News)</p> <p><b>Black History Biography</b></p>	<p><b>The World of Whales</b></p>	<p><b>Race to the Frozen North: The Matthew Henson Story</b> By Catherine Johnson</p>	<p><b>Fair Trade (Explore)</b> Jillian Powell</p>	<p><b>Refugee Article (First News)</b></p>	<p><b>The Indian Ocean</b></p>
<b>Poetry</b>					
<p><b>I Asked the River</b> Valerie Bloom (poem to perform)</p>		<p><b>Beasts of Ancient Greece</b></p>	<p><b>Chocolate Cake</b> Michael Rosen</p>	<p><b>Refugees</b> Brian Bilston</p>	
<p><i>Links to previous History unit (EoY3 Egyptians)</i></p>	<p><i>Links to English text within half-term and history</i></p>	<p><i>Links to English text within half-term and later History unit.</i></p>	<p><i>Links to Fairtrade Fortnight</i></p>	<p><i>Links to English text within half-term</i></p>	<p><i>Links to English text within half-term</i></p>
<p><b>Celebrating out human rights</b></p> 	<p>Celebrating community</p> 		<p><b>Celebrating diversity</b></p> 	<p><b>Celebrating being an individual</b></p> 	



# Rice Lane Primary School English Overview: Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
<p>1 Week Whole School Grammar Focus <b>Float</b> by Daniel Miyares</p> 	 <p><b>The Promise</b> Nicola Davies</p>	 <p><b>The Errand</b> Leo LaFleur</p>	 <p><b>The Lost Book of Adventure</b> Teddy Keen</p>	 <p><b>Greta and the Giants</b> Zoe Tucker</p>	 <p><b>King Kong</b> Anthony Browne</p>
 <p><b>Where Once We Stood</b> Chris Riley</p>					
<b>Writing Outcome &amp; Writing Purpose</b>					
<p><b>Narrative:</b> Exploration Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Character Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Cliff hanger Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Survival Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Narrative describing how a natural environment is restored</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Dilemma Narrative</p> <p><b>Purpose:</b> To narrate</p>
<p><b>Recount:</b> Formal Report</p> <p><b>Purpose:</b> To recount</p>	<p><b>Instructions:</b> Newspaper Report</p> <p><b>Purpose:</b> To recount</p>	<p><b>Recount:</b> Formal Event Report</p> <p><b>Purpose:</b> To inform</p>	<p><b>Explanation:</b> Survival Guide</p> <p><b>Purpose:</b> To explain</p>	<p><b>Explanation:</b> To write an environmental speech.</p> <p><b>Purpose:</b> To persuade</p>	<p><b>Discussion:</b> Balanced Argument</p> <p><b>Purpose:</b> To discuss</p>
<b>Grammar: Word</b>					
<b>Build on previous learning &amp; focus on:</b>					
<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs</p>	<p>Converting nouns or adjectives into verbs using suffixes e.g. -ate (capitvate), -en (heartbroken), -ify (intensify), -ise (hypnotise)</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>

## Grammar: Sentence

Build on previous learning & focus on:

Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Indicate degrees of possibility using modal verbs and adverbs	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Using relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Using expanded noun phrases to convey complicated information precisely	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form
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## Grammar: Text

Build on previous learning & focus on:

Linking ideas across paragraphs, using adverbials [of time, place and number]	Linking ideas across paragraphs, using adverbials Linking ideas across paragraphs using tense choices	Linking ideas across paragraphs, using adverbials	Linking ideas across paragraphs, using adverbials	Linking ideas across paragraphs, using adverbials	Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions
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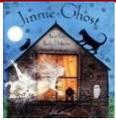
## Grammar: Punctuation

Build on previous learning & focus on:

Dashes to mark boundaries between independent clauses Dashes and brackets for parenthesis Use inverted commas to indicate speech Use speech punctuation	Use hyphens to avoid ambiguity	Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity	Indicating grammatical features using dashes to indicate parenthesis Indicating grammatical features using the commas to clarify meaning or avoid ambiguity Use of inverted commas to indicate direct speech (Y4)	Recap speech punctuation Brackets for parenthesis
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**Terminology for pupils:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

### Poetry



**Jinnie Ghost**  
Berlie Doherty



**Finding Magic**  
Eric Finney



**Animals of Africa**  
The Literacy Company

**Unit Outcome:** To write their own poem using a range of techniques (metaphors, noun phrases and a refrain).

**Vocab:** velvet, wildness, casement, couched, moveless, amber, mellow, tender, climes, gaudy

**NC Word List:** ancient, environment, lightning, familiar, neighbour, nuisance, recognise, variety

**Unit Outcome:** To write a free verse poem using metaphor.

**Vocab:** elegance, majestic, plendour, heavenly, bathed, marvel, gaze, capture, vine, creeper, pine, meadow, wilderness, clearing, midsummer, monumental

**NC Word List:** appreciate, desperate, determined, disastrous, environment, existence, interfere, nuisance, persuade

**Unit Outcome:** To write a poem about an African animal (which is fun to read out loud!)

**Vocab:** airs and graces, bill, caterwaul, disobliging, feline, frisky, gavotte, skulks, sneer, snout, writhe, zestful

**NC Word List:** curiosity, environment, especially, existence, frequently, identity, individual, marvellous, mischievous

### Spellings

Unit 1: Words with silent letter **b**  
Special Focus 1: Words that contain the letter-string **ough**  
Unit 2: Words ending in **-ible**  
Special Focus 2: Homophones  
Unit 3: Words ending in **-able**  
Special Focus 3: Orange words  
Unit 4: Words with the silent letter **t**  
Special Focus 4: Orange words

Unit 5: Words ending in **-ibly** and **-ably**  
Special Focus 5: Homophones and other words that are easily confused  
Unit 6: Words ending in **-ent**  
Special Focus 6: Orange words  
Unit 7: Words ending in **-ence**  
Special Focus 7: Orange words  
Unit 8: The **ee** sound spelt **ei**  
Special Focus 8: Homophones and other words that are easily confused

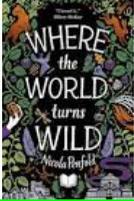
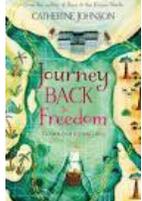
Unit 9: Words ending in **-ant, -ance** and **-ancy**  
Special Focus 9: Orange words  
Unit 10: Words ending in *shus* spelt **-cious**  
Special Focus 10: Orange words  
Unit 11: Words ending in *shus* spelt **-tious**  
Special Focus 11: Orange words  
Unit 12: Words ending in *shul* spelt **-cial** or **-tial**  
Special Focus 12: Orange words

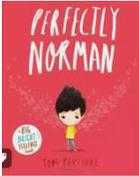
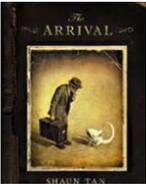
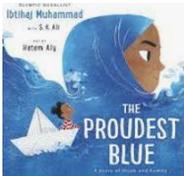
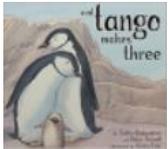
### Handwriting

Revising prior learning from Years 3 and 4

**Recap harder letters and words :** l, y, g, q, b, p, k, v, s, r, f, z, x, yell, eye, jaw, jay, gag, going, quay, queen, kept, vans, rest, fox, zoo, oxen, fuzzy.  
*Children to work on dictation materials with a focus on speed and accuracy*

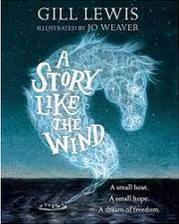
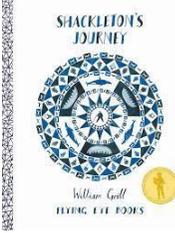
## Reading

Storytime	 <b>Cosmic</b> Frank Cottrell Boyce			 <b>Where the World Turned Wild</b> Nicola Penfold			 <b>Journey Back To Freedom</b> Catherine Johnson				
	<b>Fiction</b>										
	Whole Class Reading	<b>Stig of the Dump</b> Clive King		<b>Firework Makers Daughter</b> Phillip Pullman		<b>There's a Boy in the Girl's Bathroom</b> Louis Sachar		<b>Where the World Turned Wild</b> Nicola Penfold		<b>High Ride Mystery</b> Sharna Jackson	
		<b>The Adventures of Odysseus</b> Hugh Lupton		<b>Tom's Midnight Garden</b> Philippa Pearce		<b>Holes</b> Louis Sachar		Ghost Jason Reynolds			
		<b>Who Let the Gods Out</b> Maz Evans		<b>Anglo-Saxon Boy</b> Tony Bradman							
		<b>A Kind of Spark</b> Ellie McNicholl		<b>Where the World Turned Wild</b> Nicola Penfold							
<b>Non-Fiction</b>											

<p><b>Boudicca</b> (Headstart P23) (past knowledge from Y4)</p> <p><b>Apollo 13</b> exploration narrative</p> <p><b>Anglo-Saxons and Vikings</b> Hazel Maskell</p> <p><b>Hidden Figures- Mae Jemison</b> Margot Lee Shetterly</p>	<p>The Week Junior Science and Nature Magazine Articles - Space</p>	<p><b>The Missing</b> Michael Rosen</p>	<p><b>How to Survive on a Desert Island</b> (lit shed)</p> <p>Vikings in Britain (lit shed)</p>	<p><b>Conservation in the Rainforest</b> Lit shed</p>	<p><b>The British Empire</b> Lit Shed</p>
<b>Poetry</b>					
<p><b>Look at the Moon –</b> Headstart p94 - *NEW*</p>	<p><b>The Peacock –</b> Cynthia Ryder – Cracking Comprehension</p> <p><b>It's Beginning to Look a Lot Like Christmas</b> Meredith Wilson (Michael Buble)</p>	<p><b>The Missing</b> Michael Rosen</p>	<p><b>Viking Poem -title?</b></p> <p><b>You can't be that –</b> Brian Patten – Cracking Comprehension</p>	<p><b>The Road Not Taken</b> Robert Frost</p>	
<p><i>Links to previous History unit (Y4)</i></p>	<p><i>Links to English text within half-term</i></p>	<p><i>Links to English text within half-term</i></p>	<p><i>Links to English text within half-term</i></p>	<p><i>Links to English text within half-term and previous history (Y4)</i></p>	<p><i>Links to English text within half-term and previous history and geography (Egyptians and North America)</i></p>
<p>Celebrating being an individual</p> 	<p>Celebrating our freedom</p> 	<p>Celebrate being inclusive</p> 	<p>Celebrating differences</p> 		



## Rice Lane Primary School English Overview: Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Text</b>					
<p>1 Week Whole School Grammar Focus</p> <p><b>Float</b> by Daniel Miyares</p> 	 <p><b>A Story Like the Wind</b> Gill Lewis</p>	 <p><b>The Origin of the Species</b> Sabina Radeva</p> <p><b>Darwin: An Exceptional Voyage</b> Fabien Grolleau</p>	 <p><b>The Ways of the Wolf</b> Smriti Prasad-Halls</p> <p><b>Wolves in the Wall</b> Neil Gaiman</p>	 <p><b>Shackleton's Journey</b> William Grill</p>	 <p><b>Hansel and Gretel</b> Neil Gaiman</p>
 <p><b>Rose Blanche</b> Roberto Innocenti</p> <p><b>The Diary of Young Girl</b> Anne Frank</p>					
<b>Writing Outcome &amp; Writing Purpose</b>					
<p><b>Recount:</b> Diary</p> <p><b>Purpose:</b> To recount</p>	<p><b>Narrative:</b> Flashback Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Discovery Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Recount:</b> First Person Narrative</p> <p><b>Purpose:</b> To narrate</p> <p><b>Discussion:</b> Balanced Argument</p> <p><b>Purpose:</b> To discuss</p>	<p><b>Narrative:</b> Endurance Narrative</p> <p><b>Purpose:</b> To narrate</p>	<p><b>Narrative:</b> Dual Narrative</p> <p><b>Purpose:</b> To narrate</p>
<p><b>Incidental Writes:</b></p> <p>Pg 12 – turn expanded noun phrases into passage.</p> <p>Pg 19 – turn parenthesis sentences into passage.</p>	<p><b>Incidental Writes:</b></p> <p>Pg 14 – write setting description</p>	<p><b>Incidental Writes:</b></p> <p>Pg 12 – Write prediction in form of an argument</p> <p>Pg 16 – Write setting description</p>	<p><b>Incidental Writes:</b></p> <p>Use writing outcomes</p>	<p><b>Incidental Writes:</b></p> <p>Pg 13 – use vocabulary in an extended passage.</p> <p>Pg 14 – similes within paragraph</p>	<p><b>Incidental Writes:</b></p> <p>Pg 14 – setting description</p> <p>Pg 15 – write conversation between characters</p> <p>Pg 17 – Tanka poem</p>
<p><b>Recount:</b> Bravery Speech Award</p>	<p><b>Recount:</b> Newspaper Report</p> <p><b>Purpose:</b> To recount</p>	<p><b>Explanation:</b> Adaptation</p> <p><b>Purpose:</b> To explain</p>	<p><b>Information Text:</b> Wolves</p> <p><b>Purpose:</b> To inform</p>	<p><b>Recount:</b> Magazine Article</p> <p><b>Purpose:</b> To recount</p>	<p><b>Persuasion:</b> Letter</p>

<b>Purpose:</b> To recount & inform (hybrid)			<b>Narrative:</b> Suspense Narrative <b>Purpose:</b> To narrate		<b>Purpose:</b> To persuade
<b>Incidental write:</b> Pg 48 – Children write passage about bravery	<b>Incidental Writes:</b> Pg 47 – develop sentences into a passage.	<b>Incidental Writes:</b> Use writing outcomes	<b>Incidental Writes:</b> Use writing outcomes	<b>Incidental Writes:</b> Pg 45 – Write in role to request sponsorship	<b>Incidental Writes:</b> Use writing outcomes

### Grammar: Word

Build on previous learning & focus on:

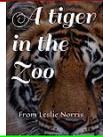
Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
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### Grammar: Sentence

Build on previous learning & focus on:

The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	The difference between structures typical of informal speech and structures appropriate to formal Use of passive voice to affect the presentation of information in a sentence	The difference between structures typical of informal speech and structures appropriate to formal	Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech The use of the subjunctive form in some very formal speech and writing Wish – if I were...	Use of the passive to affect the presentation of information in a sentence	The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very
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					formal speech and writing Wish – if I were...
<b>Grammar: Text</b>					
<b>Build on previous learning &amp; focus on:</b>					
Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information Use passive verbs to affect the presentation of information in a sentence	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns
<b>Grammar: Punctuation</b>					
<b>Build on previous learning &amp; focus on:</b>					
Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity
<b>Terminology for pupils:</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
<b>Poetry</b>					



**A Tiger in the Zoo**

Leslie Norris



**The Sea**

James Reeves



**Sonnet Written at the Close of Spring**

Charlotte Smith

**Unit Outcome:** To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity.

**Vocab:** captive, captivity, captivating, stalk, immortal, sinew, glimpse, jaundice, encompass, dignity  
**NC Word List:** appreciate, desperate, disastrous, environment, existence, identity, interfere, muscle, persuade, sacrifice

**Unit Outcome:** To write a narrative poem about a journey across the sea, including personification of the waves.

**Vocab:** abiding, clashing, ebb, frisk, frolic, prowling, boughs, descending, dreary, hunch-shouldered, mane, rave, riot, cobblestones, haunches, tyrant  
**NC Word List:** aggressive, appreciate, conscious, desperate, disastrous, lightning, mischievous, rhythm

**Unit Outcome:** To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon.

**Vocab:** boughs, brook, dell, fair, fond, frail, garland, grove, humanity, linger, placid, slumber, solitude, spangled, splendour, wove, wreath, zephyr  
**NC Word List:** ancient, appreciate, foreign, marvellous, rhyme, rhythm, variety

**Spellings**

Build on previous learning & focus on:

Unit 1: Suffixes (i)  
 Special Focus 1: Words containing the letter-string **ough**  
 Unit 2: Suffixes (ii)  
 Special Focus 2: Orange words  
 Unit 3: Suffixes (iii)  
 Special Focus 3: Homophones and other words that are easily confused  
 Unit 4: Suffixes (iv)  
 Special Focus 4: Orange words

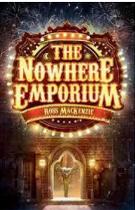
Unit 5: Suffixes (v)  
 Special Focus 5: Orange words  
 Unit 6: The *sh* sound spelt **ti** or **ci**  
 Special Focus 6: Homophones  
 Unit 7: The *sh* sound spelt **si** or **ssi**  
 Special Focus 7: Orange words  
 Unit 8: Silent letters  
 Special Focus 8: Orange words

Unit 9: The spellings **ei** and **ie**  
 Special Focus 9: Hyphens  
 Unit 10: Words ending in **-ible** and **-able**  
 Special Focus 10: Common mistakes  
 Unit 11: Plural nouns (i)  
 Special Focus 11: Orange words  
 Unit 12: Plural nouns (ii)  
 Special Focus 12: Homophones and other words that are easily confused.

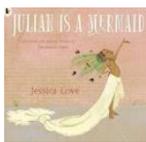
**Handwriting**

Revising prior learning.  
 Children to work on dictation materials with a focus on speed and accuracy.

**Reading**

Storytime			
	<b>Letters from the Lighthouse</b> Emma Carroll	<b>The Nowhere Emporium</b> Ross MacKenzie	<b>Eren</b> Simon P Clark

Whole Class Reading	<b>Fiction</b>					
	<b>Letters from the Lighthouse</b> Emma Carroll ( <i>History</i> )	<b>I Am Malala</b> Malala Yousafzai	<b>The Nowhere Emporium</b> Ross MacKenzie	<b>Boy in the Tower</b> Polly Ho Yen	<b>The Wolf Wilder</b> Katherine Rundell	<b>How the Whale Got His Throat</b> Rudyard Kipling
	<b>Goodnight Mister Tom</b> Michelle Magorian ( <i>History</i> )	<b>No Ballet Shoes in Syria</b> Catherine Bruton <i>(link to English text)</i>	<b>Darwin's Dragons</b> Lindsay Galvin <i>(Science/ English link)</i>	<b>Once</b> Morris Gleitzman <i>(History Autumn 1)</i>	<b>The Hero Twins</b> Smithsonian <i>(History)</i>	<b>Journey to the River Sea</b> Eva Ibbotson
	<b>Viking Boy</b> Tony Bradman ( <i>Y5 History link</i> )	<b>Beetle Boy</b> MG Leonard <i>(link to below NF scarabs text)</i>	<b>The Ocean Maker</b> Literacy Shed video	<b>Tom's Midnight Garden</b> Philippa Pearce		<b>Uncle Montague's Tales of Terror</b> Chris Priestley
	<b>Rooftoppers</b> Katherine Rundell ( <i>author link to summer term</i> )	<b>Loteria de Navidad</b> Literacy Shed Video				
	<b>Non- Fiction</b>					
<b>50 Things You Should know about WW2</b> Simon Adams	<b>Scarabs</b> <i>(link to Beetle Boy)</i>	<b>Moth</b> <i>(Science/ English)</i>	<b>Can We Save the Tiger?</b> Martin Jenkins	<b>Plastic Planet</b> Georgia Amson-Bradshaw	<b>Planet Earth Videos</b> David Attenborough	
	<b>Clemen-Crime</b> <i>(link to English – genre newspaper)</i>	<b>Hidden – Like Anne Frank</b> Marcel Prins <i>(History, Autumn 1)</i>				
<b>Poetry</b>						

Poetry: <b>The Listeners</b> Walter De La Mare	Poetry: <b>Peer Pressure</b> Karl Nova (PSHE link)	Poetry: <b>We Wear the Mask</b> Paul Laurence Dunbar	Poetry: <b>The Mask</b> Mary Angelou	Poetry: <b>Matilda, Who Told Lies and Was Burned to Death</b> Hillaire Belloc	<b>Happier</b> Song by Bastille
Song: <b>A Change is Going to Come</b> Sam Cooke					
<i>Links to previous History unit</i>	<i>Links to English text</i>	<i>Links to Spring 2 poem and English unit</i>	<i>Links to Spring 1 Reading</i>	<i>Author link (Autumn 1)</i>	<i>Links to Geography (Autumn) and English unit</i>
<b>Celebrating tolerance</b> 	<b>Celebrating my freedoms</b> 	<b>Celebrating diversity</b> 	<b>Celebrating my future</b> 		

**Key:**

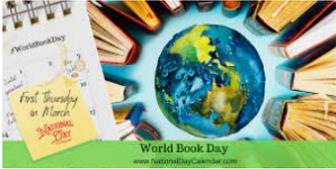
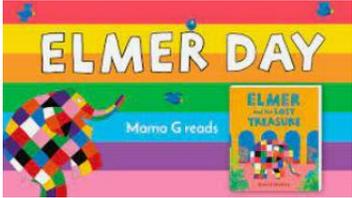
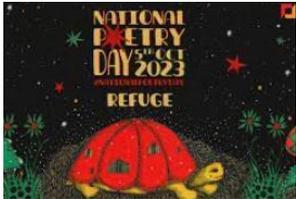
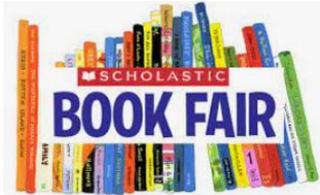
**Yellow** – a book visited again in a different year group

**Pink** – a book dealing with the protected characteristics that will also be read in a different year group

**green** – a book with an environmental link

**blue** – a book with a diverse theme or author



<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Roald Dahl Day</b>                      <b>13.9.23</b></p> 	<p><b>World Book Day</b>                      <b>7.3.24</b></p> 	<p><b>Elmer Day (F.S. &amp; KS1)</b>                      <b>.5.24</b></p> 
<p><b>National Poetry Day</b>                      <b>5.10.23</b></p> 		<p><b>Shakespeare Day (KS2)</b>    <b>23.4.24</b></p> 
	<p><b>Scholastic book Fair</b> <b>6.3.24-12.3.24</b></p> 	
<p><b>Book Swap</b></p> <ul style="list-style-type: none"> <li>• Permanente box by the office</li> <li>• Bring a book in to swap on Roald Dahl Day</li> </ul>	<p><b>Book Swap</b></p> <ul style="list-style-type: none"> <li>• Permanente box by the office</li> </ul>	<p><b>Book Swap</b></p> <ul style="list-style-type: none"> <li>• Permanente box by the office</li> <li>• Bring a book to swap 22.5.24</li> </ul>
<p><b>Author visit – via zoom LLP</b> <b>To be confirmed</b></p>	<p><b>Storyteller visit</b> <b>Jake the Storyteller – to be confirmed</b></p>	<p><b>Author – via zoom or in person LLP</b> <b>To be confirmed</b></p>

<p><b>Sharing stories with 'buddy class'</b> W.B. 2.10.23</p> 	<p><b>Sharing stories with 'buddy class'</b> W.B. 4.3.24</p> 	<p><b>Sharing stories with 'buddy class'</b> W.B. 3.6.24</p> 
<p><b>Yoto – timetabled</b></p> 	<p><b>Yoto – timetabled</b></p> 	<p><b>Yoto – timetabled</b></p> 
<p><b>Reading Café</b> Stories Around the Christmas Tree for KS1 children</p> 	<p><b>Reading Café</b> Stories with the Easter Bunny for LKS2 children</p> 	<p><b>Reading Café</b> The Mad Hatters Tea Party for UKS2 children</p> 
<p><b>Competitions</b> Recite a poem competition – in association with NPD.</p> 	<p><b>Competitions</b> Design your favourite book character using a pebble – in association with WBD.</p> 	<p><b>Competitions</b> Summer Reading Challenge – in association with the Library service</p> 