



## ENGLISH CURRICULUM OVERVIEW

### ENGLISH STATEMENT OF INTENT

*The intention of the English curriculum at Our Lady's aims to reflect our Mission Statement by encouraging staff and pupils to work with each other and in partnership with home. Our curriculum develops children's abilities to speak, read and write a wide range of purposes, using language to learn and communicate ideas, views and feelings. As our approach to teaching of English is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Children are able to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poems and drama, as well as non-fiction and media texts. Our priority is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life. We want all children to leave Our Lady's with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.*

*At Our Lady's RC Primary School, we encourage all children to become independent learners and be confident in all strands of learning. Our English curriculum progresses through the knowledge and vocabulary in a coherent manner building on knowledge year on year ensuring our pupils read easily, fluently and with good understanding using a range of independent strategies to self-monitor and correct, write confidently, fluently and with good understanding using a range of independent strategies to self-monitor and correct, appreciate our rich and varied literacy heritage, understanding a range of text types, media types and genres. Statutory requirements for the teaching and learning of English are laid out in the National Curriculum and in Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. In Reception through to Year 6, children are taught English within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential.*

### RECEPTION

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Elmer Owl Babies Gingerbread Man Supertato People Who Help Us fact books</p> <p>*Books can change within topic depending on children's interests.</p> <p>Join in with stories, rhymes and songs. Praise all attempts of emergent writing. Clipboards in all areas to encourage this. Children will write their name. Encourage children to form letters correctly.</p>	<p>We're Going on a Bear Hunt Polar Bear, Polar Bear What Do You Hear? Brown Bear, Brown Bear What Do You See? Handa's Surprise Jack and the Beanstalk Goldilocks</p> <p>*Books can change within topic depending on children's interests.</p> <p>Use phonics knowledge where appropriate. Hearing sounds as they write. Links sounds to letters when writing. Simple sentences using phonic knowledge. Write words, making a list.</p>	<p>The Very Hungry Caterpillar The Bad Tempered Ladybird Rainbow Fish</p> <p>Writing within this term also focused on recording factual information, such as observations of butterflies.</p> <p>*Books can change within topic depending on children's interests.</p> <p>Extended sentences. Story writing using phonic knowledge. Independent writing focus.</p>

Opportunities in all areas for writing both indoors and outdoors.  
Encourage all attempts of independent writing.

YEAR 1		
AUTUMN TERM	SPRING TERM	SUMMER TERM
Dogger Grandpa Dear Santa  Sentence structure Character description Re-telling of stories	Beegu Whatever Next The Book with No Pictures Tom and Lucy at the Seaside  Non- chronological reports Adaptation of stories Re-telling of stories	The Day the Crayons Quit Seaside poetry  Letter writing Re-telling of stories Rhyme and no rhyming poetry
YEAR 2		
AUTUMN TERM	SPRING TERM	SUMMER TERM
Traction Man Elliot the Midnight Superhero Charlie and the Chocolate Factory (R4P)  Character description Adventure story Poetry Diary entry Newspaper report	The Day the Crayons Came Home The True Story of the Three little Pigs The Little Wolves and the Big Bad Pig The BFG  Letter writing Retelling stories Debate – speaking and listening Non chronological reports Recipes Fractured fairy tales	Lost and found Peter pan Jack and the Beanstalk James and the Giant Peach  Leaflets Letter writing Poetry Instructional writing
YEAR 3		
AUTUMN TERM	SPRING TERM	SUMMER TERM
Stone Age Boy How to Wash a Woolly Mammoth Little Mouses Big Book of Fears (R4P) Iron Man  Diary entry Instructions Non-chronological reports Story writing	Secrets of Sun King Horrid Henry  Recipes Newspapers Recounts Explanations Shape poems Playscripts	The Creakers (R4P) A world of food Mary Poppins  Leaflets, language play poetry, adventure stories, letters, debate
YEAR 4		
AUTUMN TERM	SPRING TERM	SUMMER TERM
The Tear Thief – Carol Anne Duffy The Lion, the Witch and the Wardrobe – CS Lewis  Non fiction – Non chronological report Letter writing Setting description Character description Newspaper report	Non-Fiction Recounts Diary of a Roman Escape to Pompeii -Christina Balit Revolting Rhymes.-Roald Dahl  Story writing Narrative Recipes Instructions Poetry	How to train a Dragon –Cressida Cowell Tell me a Dragon – Jackie Morris The Boy Who Grew Dragons Andy Shepherd  Adventure Narrative Persuasive writing Creative writing Debate
YEAR 5		
AUTUMN TERM	SPRING TERM	SUMMER TERM
Sky Song Kindness Grows  Recipe for a Friend Persuasive Letter – Refugee Crisis Nono-chronological report – Judaism.	Perseus and Andromeda Butterfly Lion  Mythical stories Character Descriptions Diary Entries Newspaper reports	Way Home Beowulf Daffodils (Poetry)  Non-chronological reports Narrative Poetry
YEAR 6		
AUTUMN TERM	SPRING TERM	SUMMER TERM
Flood	War Horse	Hero Twins

<p>The Boy at the Back of the Class</p> <p>Little People, Big Dreams: David Attenborough and Greta Thunberg</p> <p>The Last Tree</p> <p>Greta &amp; the Giants</p> <p>Somebody Swallowed Stanley</p> <p>Instructions</p> <p>Literacy Shed – Eye of the Storm</p> <p>Poetry</p> <p>Debate - Persuasion</p> <p>Balanced Arguments</p> <p>Formal Letters</p> <p>Non-Chronological Report</p>	<p>Flanders Field (Poetry)</p> <p>Boy in the Striped Pyjamas</p> <p>Poetry</p> <p>Narrative - Literacy Shed: The Piano</p> <p>Recount – Newspapers</p> <p>Letters</p>	<p>The Light Jar</p> <p>Oliver Twist</p> <p>What Mr Darwin Saw</p> <p>Jabberwocky (Poetry)</p> <p>Descriptions</p> <p>Non-Chronological Report</p> <p>Explanations</p> <p>Literacy Shed – Day of the Dead</p> <p>Recount – Diary</p> <p>Biography</p>
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