

St Mary's Catholic Primary and Nursery

English Overview of Learning 2021-2022

	Autumn Term		Spring Term		Summer Term	
Nursery	<u>What makes me special?</u>	<u>How do we celebrate?</u>	<u>Is the moon made of cheese?</u>	<u>Where do the wheels on the bus go?</u>	<u>Can pigs fly?</u>	<u>Where does the sea end?</u>
	<p><u>Focused Text –</u> A range of Nursery Rhymes</p> <p><u>Speaking</u> Using talk to explain what is happening. Using more complex sentences.</p> <p><u>Reading</u> Repeats words/phrases from familiar stories. Fills in words or phrases from a known rhyme/story. Favourite stories/rhymes.</p> <p><u>Writing</u> Distinguish between different marks they make.</p> <p>Themed Events: Harvest</p> <p>Other texts: Children's favourite stories and rhymes</p>	<p><u>Focused Text –</u> The Gingerbread Man</p> <p><u>Speaking</u> Using talk to connect ideas, anticipate what might happen next and to recall past experiences. Using vocabulary focused on objects and people important to them. Uses talk in pretending objects stand for something else.</p> <p><u>Reading</u> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme/alteration. Listens to and joins in with stories. Joins in with repeated refrains. Recognises own name familiar logos.</p> <p><u>Writing</u></p>	<p><u>Focused Text –</u> Whatever Next</p> <p><u>Speaking</u> Builds up vocabulary that reflects breath of experience. Uses a range of tenses.</p> <p><u>Reading</u> Beginning to be aware the way stories are structured. Suggests how a story may end. Listens to stories with increasing attention and recall. Describe main story settings, events and characters. Continues a rhyming string.</p> <p><u>Writing</u> Gives meaning to makes as they</p>	<p><u>Focused Text –</u> Rosie's Walk</p> <p><u>Speaking</u> Extends vocabulary exploring meaning/sounds of new words. Uses language to imagine and recreate roles and experiences in play.</p> <p><u>Reading</u> Continues a rhyming string. Hears and says initial sounds in words. Oral blending/segmenting.</p> <p><u>Writing</u> Gives meaning to makes as they write, draw and paint. Writes own name. Continues a rhyming string. Hears and says initial sounds in words. Oral blending/segmenting.</p>	<p><u>Focused Text –</u> Farmer Duck</p> <p><u>Speaking</u> Links statements. Sticks to main theme intention. Introduces storyline/narrative into play. Extending vocabulary.</p> <p><u>Reading</u> Continues a rhyming string. Hears and says initial sounds in words. Oral blending/segmenting. Linking some letters to sounds.</p> <p><u>Writing</u> Gives meaning to makes as they write, draw and paint. Writes name. Continues a rhyming string. Hears and says initial sounds in words.</p>	<p><u>Focused Text –</u> Rainbow Fish</p> <p><u>Speaking</u> Links statements. Sticks to main theme intention. Introduces storyline/narrative into play. Extending vocabulary.</p> <p><u>Reading</u> Continues a rhyming string. Hears and says initial sounds in words. Oral blending/segmenting. Linking some letters to sounds.</p> <p><u>Writing</u> Gives meaning to makes as they write, draw and paint. Writes name/labels. Continues a rhyming string. Hears and says initial sounds in words.</p>

	<p>Action rhymes and poems One Ted Falls out of Bed Chocolate Mousse for Greedy Goose</p>	<p><i>Sometimes gives meaning to makes as they draw and paint. Ascribes meanings to marks they see in different places. Writes own name.</i></p> <p>Themed Events: Bonfire Night Anti-Bullying Week Remembrance Sunday Advent begins</p> <p>Other texts: The Three Billy Goats Gruff Goldilocks and the Three Bear The First Christmas The Nativity</p>	<p><i>write, draw and paint. Ascribes meanings to marks they see in different places. Writes own name.</i></p> <p>Themed Events: Safer Internet Week</p> <p>Other texts: Aliens love underpants Zoom rocket zoom Rocket – Mick Inkpen</p>	<p>Themed Events: Fairtrade Lent begins World Book Day Science week</p> <p>Other events: The train journey The Naughty bus Toddle Waddle Dig Dig Diggging Crunching munching caterpillar Misy’s bus The wheels on the bus</p>	<p><i>Oral blending/segmenting. Linking some letters to sounds.</i></p> <p>Themed Events: Health Week</p> <p>Other events: Owl Babies Noisy farm Farmyard Hullabalo What the ladybird heard</p>	<p><i>Oral blending/segmenting. Linking some letters to sounds.</i></p> <p>Themed Events: Global Learning Link: Plastic pollution, seaside around the world.</p> <p>Other events: Sharing a shell Bright Stanley Smiley shark</p>
Reception	<u>What makes me special?</u>	<u>What’s your toy story?</u>	<u>Are dragons real?</u>	<u>How does Jack’s beanstalk grow?</u>	<u>Can giraffe’s dance?</u>	<u>Do you like to be beside the seaside?</u>
	<p><u>Focused Text</u> – <i>The Runaway Pea</i></p> <p>Other texts: <i>Children’s favourite stories and rhymes</i> <i>Action rhymes and poems</i></p> <p><i>Oliver’s vegetables / fruit salad</i></p> <p>Non-fiction: labels, lists and captions <i>Labelling parts of the body & fruit Facts</i></p>	<p><u>Focused Text</u> – <u>The Paper Dolls</u> <i>Julia Donaldson</i></p> <p>Other texts: <i>Kipper’s Toy Box</i> <i>Old Bear</i> <i>Toy Story</i> <i>Dogger, The First Christmas</i> <i>The Nativity</i></p> <p>Non-Fiction: <i>A-z of toys</i> <i>Labels</i> <i>Toys facts</i></p>	<p><u>Focused Text</u> – <i>Marmaduke A Very Different Dragon</i></p> <p>Other texts: <i>Chinese New Year</i> <i>The trouble with dragons</i> <i>How to catch a dragon</i> <i>The different dragon</i> <i>The knight who wouldn’t fight</i></p>	<p><u>Focused Text</u> – <i>Jack and the Beanstalk</i></p> <p>Other texts: <i>Fairytales</i> <i>The tiny seed</i> <i>Hettie Peck</i> <i>How do flowers grow</i></p> <p>Non-fiction: <i>Growing seeds</i></p> <p>Themed Events: <i>Fairtrade</i> <i>Lent begins & world book day</i></p>	<p><u>Focused Text</u> – <i>Giraffe’s Can’t Dance</i></p> <p>Other texts: <i>Dear Zoo</i> <i>Late Night at the Zoo</i> <i>Kangaroo at the zoo</i> <i>Elmer</i> <i>The lion who wanted to love</i> <i>Rumble in the jungle</i></p> <p>Non-Fiction: Facts about animals in the zoo <i>Recount of trip to the zoo</i></p>	<p><u>Focused Text</u> – <i>Billy’s Bucket</i></p> <p>Other texts: <i>Commotion in the ocean, The seaside: Lucy and Tom at the seaside, The Fish who could wish, 10 little pirates, Shark in the park</i></p> <p>Non-Fiction: What lives under the sea? <i>Aquatic life Fact files</i> <i>Recount</i></p>

about ourselves
Poetry: Fruit poems & rhyme

Themed Events:
Harvest

Reading

Comprehension

- Listen attentively to a story at the appropriate interest level.
- Recite simple rhymes, songs and poems.
- Differentiate between text and illustrations.
- Understand that print conveys meaning.
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- Recite simple rhymes, songs and poems.
- Differentiate between text and illustrations.
- Understand that print conveys meaning.

Phonics

GPC recognition (hear, say, read letters), oral blending, blending for reading

Word reading

HFW both decodable and common exception words (tricky)

Writing

Emergent writing

Develop language skills (listening and talking) in a range of contexts.

- Show awareness that writing communicates meaning.
- Give meaning to the marks they make.

Composition

Composition

Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down

Vocabulary, Grammar and

punctuation

Begin to recognise and know there needs to be spaces between words in a simple sentence.

Transcription

Toys from the past

Themed Events:
Bonfire night
Anti-bullying week
Remembrance Sunday
Advent Begins

Reading

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
-Anticipate - where appropriate - key events in stories;
-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word reading

Read decodable HFWsight words

Distinguish between a word, a letter and a space.

Phonics

Decode a number of regular words using Phase 2 phonemes.

Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs

Writing

Emergent writing

Give meaning to the marks they make.

The boy who grew dragons

Non-Fiction: Parts of the world – labelling maps
Facts about China & other cultures

Themed Events:
Safer Internet Week

Speaking

Builds up vocabulary that reflects breath of experience
Uses a range of tenses

Reading

Comprehension

•Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.
•Respond to questions about who, what, where, when linked to text and illustrations.
•Sequence a simple story or event.
•Use gestures and actions to act out a story, event or rhyme from text or illustrations.

Word reading

Read decodable HFWsight words (list 2) (e.g. will that this then them).

Science week

Speaking

Links statements. Sticks to main theme intention
Introduces storyline/narrative into play
Extending vocabulary

Reading

Reading

Comprehension

Make predictions and anticipate key events based on illustrations, story content and title.
•Respond to questions about how and why something is happening.
•Say what a character might be thinking, saying or feeling.
•Say how they feel about stories and poems.
•Recall the main points in text in the correct sequence.
•Use the structure

Word reading

Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her).
•Read some common exception words (tricky) from Phase 4 (e.g. said like have so).
•Distinguish between a word, a letter and a space.

Phonics

Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).
•Use decoding to read -using build and blend strategy - towards automatically reading

Themed Events: Health week

Speaking

Extends vocabulary exploring meaning/sounds of new words
Uses language to imagine and recreate roles and experiences in play

Reading

Comprehension

Use the structure of a simple story when re-enacting and re-telling in their own words.
•Talk about the themes of simple texts, (e.g. good over evil).
•Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.

Word reading

Read simple sentences and books consistent with their phonic knowledge.
•Recognise some Capital and lower case letters.

Phonics

Blend phonemes to read arrange of words using build and blend towards automaticity, fluency and accuracy.
•Use phonic knowledge to attempt unknown words.

Writing

Emergent writing

•Use writing in their play.

Reading

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
-Anticipate - where appropriate - key events in stories;
-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

-Say a sound for each letter in the alphabet and at least 10 digraphs;
-Read words consistent with their phonic knowledge by sound-blending;
-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed;
-Spell words by identifying sounds in them and representing the sounds with a letter or letters;
-Write simple phrases and sentences that can be read by others.

Spelling

Make phonetically plausible attempts when writing more complex

Spelling: GPC recognition, Oral segmenting, segmenting for spelling
Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Handwriting
Form letters from their name correctly

•Understand that thoughts can be written down.
•Copies adults writing behaviour, (e.g. Writing on the whiteboard, writing messages when on the phone, etc).
•Make marks and drawings using increasing control.
•Know there is a sound/symbol relationship.
•Use some recognisable letters and own symbols.
•Write letters and strings, sometimes in cluster like words.
•Beginning to use appropriate letters for initial sounds.
•Beginning to build words using letter

Composition

Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events.
•Understands that thoughts and stories can be written down.
•Have their own ideas and reasons for writing.
•Orally compose a sentence and hold it in memory before attempting to write it.
•Begin to use simple sentence forms.

Vocabulary, grammar, punctuation

Begin to recognise and know there needs to be spaces between words in a simple sentence.
•Recognise and know that full stops are at the end of a sentence.

Spelling: GPC recognition, Oral segmenting, segmenting for spelling

•Read common exception words (tricky) from Phase 2(e.g. the to no go into).

Phonics

Decode a number of regular words using Phase2 phonemes.
•Phase 3 phonemes/Phase 4(combination of adjacent consonants) w

Writing Emergent writing

Use some recognisable letters and own symbols.
•Write letters and strings, sometimes in cluster like words.
•Beginning to use appropriate letters for initial sounds.

Composition

Have their own ideas and reasons for writing.
•Orally compose a sentence and hold it in memory before attempting to write it.
•Begin to use simple sentence forms.
•Can talk about the features of their own writing.
•Write a simple narrative.

Vocabulary, punctuation and Grammar

Recognise and know that full stops are at the end of a sentence.

Writing Emergent writing

Beginning to build words using letter sounds in their writing.
•Use writing in their play.
•Use familiar words in their writing.

Composition

Can talk about the features of their own writing.
•Write a simple narrative.
•Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).

Vocabulary, punctuation and Grammar

Write a simple phrase with finger spaces that can be read back by themselves.
•Write simple sentences using finger spaces that can be read by themselves and others.

Handwriting

Form some capital letters correctly, including the initial letter of their name.
•Form letters from their name correctly.

•Use familiar words in their writing.
•Show awareness of the

Composition

Can talk about the features of their own writing.
•Write a simple narrative.
•Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels,

Vocabulary, punctuation and Grammar

Write simple sentences using finger spaces that can be read by themselves and others.

Spelling

Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).
•Spell some irregular common words (tricky) the, to, no, go, independently.

Handwriting

Know how to form clear ascenders ('tall letters') and descenders ('tails').
•Form some capital letters correctly, including the initial letter of their name.

words, (e.g. using Phase 4 CCVCC).
•Spell some irregular common words (tricky) the, to, no, go, independently.

Handwriting

Know how to form clear ascenders ('tall letters') and descenders ('tails').
•Form some capital letters correctly, including the initial letter of their name.

		<ul style="list-style-type: none"> •Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Segment sounds in simple words. <p>Handwriting: (also see Physical Development - Fine Motor Skills)</p> <ul style="list-style-type: none"> •Write left to right and top to bottom. •Form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated. 	<ul style="list-style-type: none"> •Recognise and know that a sentence starts with a capital letter. <p>Handwriting</p> <p>Write left to right and top to bottom.</p> <ul style="list-style-type: none"> •Form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated. 			
Year 1	<u>Wild mouse or house mouse?</u>	<u>Fire – friend or foe?</u>	<u>Who lives in a palace?</u>	<u>Who’s the most famous rabbit of all?</u>	<u>What can we do in the great outdoors?</u>	
	<p>Lancashire Bridging Unit:</p> <p>‘Harry the Happy Mouse’ by N.G.K and Janelle Dimmett</p> <p>Notes, lists and letters</p>	<p>Repetitive Patterned Stories</p> <p>‘Zog’ by Julia Donaldson</p>	<p>Fantasy stories</p> <p>‘The Queens knickers’ by Nicholas Allen</p>	<p>Classic Stories</p> <p>‘The tale of Peter Rabbit</p>	<p>Stories on a theme</p> <p>‘Supertato’ by Sue Hendra</p> <p>Stories with familiar settings</p> <p>‘How to train a train’ by Jason Carter Eaton</p>	
	<p>Non-Fiction</p> <p>Information poster</p>	<p>Range of non-fiction texts</p> <p>Great Fire of London</p>	<p>Recounts</p> <p>A family occasion – Katie Morag and the Wedding</p>	<p>Information leaflet –</p> <p>Beatrix Potter</p>	<p>Instructions</p> <p>How to make a fruit salad</p> <p>Non-fiction texts – booklets</p>	
	<p>Poems on a theme</p> <p>Mice/animals</p>	<p>Poems on a theme (interlinked with fiction unit)</p> <p>Bonfire Night</p>		<p>Traditional rhymes</p> <p>Songs and rhymes about Peter Rabbit</p>	<p>Traditional rhymes</p> <p>Plants and growing</p> <p>Poems for learning by heart</p> <p>Transport poems</p>	

<u>Year 2</u>	Would you help a lost wolf?	Why should Chorley remember on Poppy Day?	Why and how did the 'unsinkable' Titanic sink?	Could you grow a forest?	What's Africa really like?	How's it best to keep healthy?
	Lancashire Bridging Unit: Animal Adventure story - Innovated narrative based on a model - The Way Home for Wolf: Rachel Bright and Jim Field	Stories by the same author- Mog Christmas stories – Judith Kerr	Story on a theme: Samson's Titanic Journey	Story with a familiar setting The Tin Forest by H.Ward	Stories from another culture - Lila and the Secret of Rain by David Conway & Jude Daly (3)	Stories and Poems by the same author – George's Marvellous Medicine, Roald Dahl. <i>AND</i> Dahl Revolting Rhymes.
	Information text based on a model – wolves	Recount – Letters on the theme of Christmas and WWI.	Newspaper Report – Based on History work	Explanations – How to be a great gardener!	Riddles – African Big 5 Animal Riddles (1)	Instructions – Based on own medicine.
		Poems on a theme – 'Twas the night before Christmas'		Poetry on a theme – Dreamer by Brian Moses	Riddles – African Big 5 Animal Riddles (1)	
<u>Year 3</u>	What Makes a Home a Home?	Who's That Coming Over The Hill?	What Lies Underground?	How Do We Be Healthy Humans?	What Did the Romans Do For Us?	How Does Your Garden Grow?
	Lancashire Bridging Unit: Paddington Narrative – innovated plot structure based on a model text – A bear called Paddington Bear	Novel as a Theme – The Iron Man	Fables – Aesop's Fables	Stories with a Theme – Stig of the Dump	Non-Chronological Reports – Romans (do first 4.5 weeks)	Mystery Stories – The Enchanted Wood
	Non-fiction – a newcomer's information leaflet/guide to Chorley	Recount – Diaries in role throughout Iron Man text (as short writes integrated) then as a 2 week unit.	Persuasive Letters	Discussion - so then persuasion is taught before discussion for progression.	Play Scripts – could be a roman story – 'Roman's on the rampage'. Turn a chapter into a play script e.g. 'Flat	Explanations – linked to plants

					Stanley goes to Roman times?' Or read the Egypt one and make it Roman etc. – 2/3 weeks – read novel alongside from the start of the half term.	
		Poems with a theme – The Ironman – Read chapter 1 and 2 and then do this poem – venn diagrams- learn the poem off by heart – text map it, learn, preform and video.	Poems with a Structure – A range of Shape and Calligram Poems			Classic Poetry – The Spider and the Fly
Year 4	How does the world light up?	What does a red cross on a door mean?	How beautiful is food?	Would you like a one way ticket to Europe?	Where do rivers start?	Who eats who?
	Lancashire Bridging Unit: Fictional stories based on Legends Read The Water Horse by Dick King Smith alongside this unit.	Fairy Tales – The Pied Piper of Hamlin	Stories with issues and dilemmas – The Balaclava Story	Novel as a theme – Gulliver’s Travels	Story with a theme – The Mousehole Cat Read Bill’s New Frock by Anne Fine alongside this unit.	Folk Tales – Brer Rabbit
	Recount – The Loch Ness monster	Explanations – Why dragons are extinct	Persuasion	Non-chronological reports – Germany	Information Booklets	Debate
	Playscripts	Classic Narrative Poetry Macavity, The Mystery Cat by TS Eliot		Poems based on a theme	Poems with a structure	
Year 5	How was our kingdom united?	What has earth and space taught us?	How is the Amazon amazing?		Where does food come from?	What have the Ancient Greeks done for us?

	Lancashire Bridging Unit: Narrative – innovated plot structure based on a model text – The Lion, the Witch and the Wardrobe by C. S. Lewis	Science fiction stories – Time Spinner	Stories from other cultures – South America – short stories – The Great Kapok Tree Novel as a theme – Journey to the River Sea		Stories with historical setting – Oliver Twist	Myths – a range of Greek myths
	Non-Chronological report based upon mythical creatures in literature	Information booklets – Space	Debate – linked to deforestation Magazine - Information text hybrid		Film and Play scripts – Linked to Oliver Twist	Persuasion – a formal presentation about Ancient Greece
		Poems with a structure – limericks linked to Space	Poems with figurative language		Classic Narrative Poetry – The Highway Man	
Year 6	What does it take to survive?	Has Britten got talent?	What makes a hero or villain?	Who is the guilty one?	Where would you like to be?	
	Narrative - based on a model text with an innovated plot structure – Running Wild by Michael Morpurgo	Classic fiction – Wizard of Oz	Older Literature Macbeth	Detective / Crime Fiction Sherlock Holmes (Discussed: Emil and The Detectives)	Stories with flashbacks Titanic Novel as a theme Thousand Year Old Boy NEW! More challenging than Wonder if you want to do and a course – please book on if so and your receive the planning.	
	Biography Linked with science topic Charles Darwin, Mary Anning and Alfred Wallace	Persuasion Reviews	Information Text Hybrid	Explanations Linked to Science 1 week in English at the beginning and the rest in Science.	Debates / Discussion Recount: autobiography	
		Poems on a themes Weather	Poems with Imagery Super Hero	Classic narrative poems – linked to seaside	Poetry	