



St Joseph's Catholic Academy English Whole School Overview



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	<p><b><u>Goldilocks and the Three Bears</u></b> Fiction: What makes me special? Incredible Me Who's in my family? My senses The Scarecrows Wedding, We're Going on a Bear Hunt</p> <p>Non-Fiction: My Body books Families Books Autumn Books Harvest books</p>	<p><b><u>The Gingerbread Man</u></b> Fiction: Mr Men and Little Miss Happy Diwali Guess How Much I Love You Autumn Guess How Much I Love you Winter The Stick Man We're Going on an Elf Chase</p> <p>Non-Fiction: Winter books Celebration books – Chinese New Year, Diwali</p>	<p><b><u>The Three Little Pigs</u></b> Fiction: Topsy and Tim go the the Doctors Busy People: Police Officers Emergency The Hospital Dog Dig Dig Digging The Colour Monster Oi Frog! Series (to support teaching of rhyme. Also used as reading for pleasure and in phonics)</p> <p>Non-Fiction: People who help us books Going to the doctors/dentist books</p>	<p><b><u>Jack and the Beanstalk</u></b> Fiction: Little Sunflower The Crunching Munching Caterpillar The Teeny Weeny Tadpole</p> <p>Non-Fiction: Life-cycle books Minibeast non-fiction books Spring books Growing books</p>	<p><b><u>The Three Billygoats Gruff</u></b> Fiction: Love Our Earth Guess How Much I Love You Spring Topsy and Tim go on an Aeroplane What the Ladybird Heard at the Seaside The Ugly Five Lost and Found</p> <p>Non-Fiction: Maps &amp; Atlases Transport books</p>	<p><b><u>The Magic Porridge Pot</u></b> Fiction: Ten Minutes to bed Little Dinosaur The Princess and the Wizard Guess How Much I love You Summer</p> <p>Non-Fiction: Summer books Going on holiday books</p>
RECEPTION	<p><b><u>The Little Red Hen</u></b> <b><u>The Enormous Turnip</u></b> Oral-retelling</p> <p>Fiction: Supertato, Don't Eat the Teacher, Funny Bones, Dogger, The Colour Monster Goes to School, All Are Welcome, What Makes Me A Me? Super, Duper You, It's Ok to</p>	<p><b><u>Little Red Riding Hood</u></b> Oral-retelling</p> <p>Fiction: Stick Man, Owl Babies, Little Acorn, Percy the Park keeper, Room on the Broom, Pumpkin Soup, The Naughty Bus, Rosie's Walk, Stanley Stick, Jack Frost, Be Brave Little</p>	<p><b><u>Mr. Wolf's Pancakes</u></b> Oral-retelling</p> <p>Fiction: Rumble in the Jungle, Walking Through the Jungle, Giraffes Can't Dance, Why Elephant Has A trunk? Animal Boogie, Vincent the Vain, The Lion Who Wanted to Love, Monkey Puzzle,</p>	<p><b><u>The Ugly Duckling</u></b> Oral-retelling</p> <p>Fiction: Aliens Love Underpants, Aliens Love Underpants-Save the World, Whatever Next, How to Catch a Star, Guess How Much I Love You, Laura's Star, Roaring Rockets, A Place for Pluto, Bringing Down the Moon,</p>	<p><b><u>Cinderella</u></b> Oral-retelling</p> <p>Fiction: Oi Frog, Olivers Vegetables, Rosie's Walk, The Tiny Seed, Jaspers Beanstalk, Superwork, Arghh Spider, Jasper the Spider,</p>	<p><b><u>Hansel &amp; Gretel</u></b> Oral-retelling</p> <p>Fiction: Commotion in the Ocean, Shark in the Park, Sharing a Shell, Fidgety Fish, Tiddler, The Rainbow Fish, The Snail and the Whale, The Singing Mermaid, Pirates Love Underpants, The</p>



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	<p>be Different, Ruby's Worry, The Lion Inside</p> <p>Non-Fiction: People Who Help Us, My Body Books</p>	<p>Penguin, Nature Trail, Poems</p> <p>Non-Fiction: Autumn/Seasons Books. Guy Fawkes, Diwali, Alfie's Weather, Weather Watch, A Stormy Day</p>	<p>Elmer, Tiger Who Came to Tea, Peppa's Chinese New Year, Lanterns and Firecrackers</p> <p>Non-Fiction: Animal fact books, Jungle Non-fiction books.</p>	<p>Goodnight Spaceman, The Marvellous Moon Map, Toys in Space</p> <p>Non-Fiction: Planet and Space information books, Earth Astronmer</p>	<p>Non-Fiction: Maps, Atlases, Let's Look at Growing</p>	<p>Night Pirates, Pirates Go To School</p> <p>Non-Fiction: Ocean, Coral Reef and Under the Sea creature non-fiction books.</p>
Y1	<p><b><u>The Enormous Crocodile by Roald Dahl</u></b></p> <p><b><u>Class Two at the Zoo</u></b> NF – Lists, Labels and Captions Sentence Focus (using punctuation – FS &amp; CL)</p> <p><b><u>Who's Our New Teacher? Aaaarrgghh Spider!</u></b> Stories with familiar settings</p> <p>NATIONAL POETRY DAY – <b><u>Performance Poetry</u></b></p> <p><b><u>Toys</u></b> Information Texts/ Non Chronological Report</p> <p><b><u>Not a Box &amp; On Sudden Hill</u></b></p>	<p><b><u>Not a Box &amp; On Sudden Hill</u></b> – (Continued) Sentence Focus</p> <p><b><u>What is Peace? Wind Ways, When the Wind Blows, Autumn Acrostic poem, Rhyming Words, The Mud-pie Makers Rhyme, Sounds Good! On the Playground</u></b> Poetry - Using the Senses</p> <p><b><u>Monkey Puzzle, Stickman</u></b> Class Author – Julia Donaldson</p>	<p><b><u>Room on the Broom</u></b> Class Author – Julia Donaldson (Continued)</p> <p><b><u>We're going on a Lion Hunt, The Bear in the Cave</u></b> Stories with predictable and patterned language</p> <p><b><u>Guy Fawkes</u></b> Information Texts Sentence &amp; Punctuation Focus</p> <p><b><u>All About Elephants,</u></b> Chinese New Year Information Texts/ Non Chronological Report (Multi-cultural Day)</p>	<p><b><u>Snow White and the 7 Dwarfs, Little Red Riding Hood, Mary and the Twelve Months</u></b> Traditional Stories and Fairy Tales</p> <p><b><u>WORLD BOOK DAY</u></b> Book Terminology Sentence Focus (using a conjunction)</p> <p><b><u>TRIP TO TUNSTALL LIBRARY</u></b> How to choose &amp; borrow library books</p> <p><b><u>Pass the Jam Jim</u></b> Instructions (Making Sandwiches, Getting Dressed, A Cup of Tea, Visual Instructions)</p> <p>Sentence Focus (using a conjunction, sentence starters)</p>	<p><b><u>Caribbean Counting Rhyme, Mrs Sprockett's Strange Machine, Down by the School Gate, Monsters</u></b> Poetry - Pattern and Rhyme</p> <p><b><u>Man on the Moon, Beegu</u></b> Stories about fantasy worlds</p> <p><b><u>Christopher Columbus, Neil Armstrong</u></b> Information Texts/ Non Chronological Report</p>	<p>The Seaside, Keeping Healthy, Change 4 Life Week Information Texts/ Non Chronological Report</p> <p>PHONICS SCREEN</p> <p><b><u>Seaside Today, Barnaby Bear at the Seaside</u></b> Postcards from the seaside/ Recount</p> <p>ASSESSMENT WEEK (Week 5)</p> <p><b><u>Seaside &amp; Summer Poems</u></b> Poems on a Theme</p>



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	Sentence Focus					
Y2	<p><b><u>The Storm Whale</u></b>  <b>By Benji Davies</b>            Great Fire of London            Non-Chronological reports</p> <p><b><u>The Leaf Thief</u></b>            Link to Autumn            Setting description of Autumn, using adjectives</p>	<p><b><u>The Last Wolf by Mini Grey</u></b>            Character            Description            Narrative            Letter Writing</p> <p><b><u>Christmas Poetry</u></b></p>	<p><b><u>George's Marvellous Medicine</u></b>            Diary Writing            Character and Setting            Description</p> <p><b><u>Instructions</u></b>            Making our own medicine</p> <p><b><u>Explanation Text</u></b>            Bread (Bakery visit)</p>	<p><b><u>Oh Jolly Postman and Other People's Letters</u></b></p> <p>Narrative            Explanation Texts</p> <p>Poetry</p>	<p><b><u>Anthony Browne – Into The Forest and Gorilla</u></b>            Recount            Book Comparison            Character            Description            Narrative            Setting Description</p> <p><b><u>SATS</u></b></p>	<p><b><u>Alternative Fairytales</u></b></p> <p>Non-Fiction</p> <p><b><u>Poetry – Revolting Rhymes</u></b></p> <p><b><u>SATS</u></b></p>
Y3	<p><b><u>The Day the Crayons Quit</u></b> Focusing on letter writing and persuasive writing.</p> <p><b><u>Fractured Fairytales</u></b>  <b><u>The True Story of the Three Little Pigs by Jon Scieszka</u></b>            Studying and writing our own stories based on fairy tales.            Introduction to inverted commas.</p>	<p><b><u>Meerkat Mail</u></b>            Responding to the text through a range of text types followed by writing non-chronological reports.</p> <p><b><u>Poetry</u></b>            Winter poems            Writing own poems</p>	<p><b><u>Flat Stanley</u></b>            Responding to the text through a range of text types followed by journalistic writing.</p> <p><b><u>Journey</u></b>            Descriptive Writing            Story Settings</p>	<p><b><u>The BFG by Roald Dahl</u></b>            Writing a play script of a chapter or section of dialogue from the text/film clips</p>	<p><b><u>The BFG by Roald Dahl continued...</u></b></p> <p><b><u>The Rainforest Grew All Around</u></b> Writing balanced arguments about the rainforest being destroyed to create items for human use.</p>	<p><b><u>The Iron Man</u></b>            Responding to the text by writing recounts from different perspectives and journalistic writing.</p> <p><b><u>The Magic Box Poetry</u></b>            Analysing features            Memories, special moments poetry</p>
Y4	<p><b><u>Little Mouse's Big Book of Fears</u></b>  <b><u>(Recount) 3 weeks</u></b>            Recount writing about a scary experience.            Form a class book</p>	<p><b><u>Egyptian Mummies (Instructional Texts)</u></b>  <b><u>2 weeks</u></b>            Identify features of instructional texts including imperative</p>	<p><b><u>Beowulf – Rob Lloyd Jones (Myths and Legends) 3 weeks</u></b>            Describe characters and settings using expanded noun</p>	<p><b><u>The Water Cycle (Explanations) 2 weeks</u></b>            Explanatory writing, identifying and using appropriate features including facts,</p>	<p><b><u>The Butterfly Lion - Michael Morpurgo (Narrative - Fantasy story)</u></b>            Read <i>The Butterfly Lion</i> over the course</p>	<p><b><u>Stories from other cultures (Africa) Narrative.</u></b>            Read Mufaro's Beautiful Daughters, The Pot of</p>



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	<p>(Year Four's Big Book of Fears). Adverbials and possessive apostrophes. Write a fictional recount for a narrow escape.</p> <p><b><u>An Egyptian Cinderella (Narrative - Fairytale) 3 weeks</u></b> Comparing different versions of traditional stories. Use comparative conjunctions. Use 'show not tell' to describe a character's feelings. Plan and write own version of the story. Looking at playscripts version of the story.</p> <p><b><u>The best tomb in town! (Persuasive writing)</u></b> Produce a persuasive leaflet for a tomb making company. Use of exaggerated language, alliteration and expanded noun phrases.</p>	<p>verbs, adverbs of time and manner. Produce a set of instructions on mummification.</p> <p><b><u>Bills New Frock – Anne Fine (Narrative – Issues and Dilemmas). 3 weeks</u></b> Discussing stories which contain issues or dilemmas. Use paragraphs, fronted adverbials, subordinate conjunctions. Write a summary and a book review. Plan and write own story.</p> <p><b><u>Poetic Forms (Haikus, Tankas, Cinquains)</u></b> Use Studio Ghibli films and contemporary Japanese popular culture, including Pokémon, to frame the study of haikus and syllabic poems. Use descriptive language and adverbials.</p>	<p>phrases and powerful verbs. To plan and write own hero myth.</p> <p><b><u>The Anglo-Saxons (Non- Chronological report) 2 weeks</u></b> Identify features of and produce a non-chronological report on the Staffordshire Hoard. Use technical language, facts, subheadings and words ending in –ous. (Potteries museum visit).</p>	<p>technical language, subordinating conjunctions and adverbs of time.</p> <p><b><u>Poetry in different Forms (2 weeks)</u></b> Read and write list poems, including kennings. Explore devices such as simile, alliteration and onomatopoeia. Study word classes: nouns, adjectives, verbs, and expanded noun phrases.</p>	<p>of several days, using the opportunity to discuss, compare and analyse it. Perform role-play, write dialogue, use adverbials and produce a new chapter for the book.</p> <p><b><u>Vikings raid Lindisfarne - (Newspaper reports) 2 weeks</u></b> Identify features of a newspaper report and use expanded noun phrases, adverbs of time and place to write own newspaper report.</p>	<p>Wisdom and African Tales. Write Ananse stories using extended sentences.</p> <p><b><u>Visit Italy (Persuasive leaflet)</u></b> Produce a tourist leaflet advertising Italy using expanded noun phrases, alliteration, apostrophes for possession and imperative verbs.</p> <p><b><u>Off by Heart (Performance Poetry)</u></b> Performing poems with expression and clear spoken language.</p>
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<p>Y5</p>	<p><b><u>Picture Book – Tuesday by David Weisner</u></b>            Inference            Asking questions            Narrative writing            Character development            Writing own narratives</p> <p><b><u>SPaG week:</u></b> discrete lessons based on gaps identified during first two weeks e.g use of commas, word classes, clauses etc..</p> <p><b><u>The Firework Maker's Daughter by Phillip Pullman</u></b>            Informal writing styles            Letters            Diaries            Character Description</p>	<p><b><u>Explanation Texts – Cracking Contraptions and Until I Met Dudley</u></b>            Recap the genre and key features            Understand the purpose            Causal Conjunctions            Present tense            Writing for purpose            Writing to explain</p> <p><b><u>Long, Long Ago</u></b>            Traditional stories incl features of fables, myths and legends            -Features of a fable            -Plan and write own fable            -Features of myths and legends            -Descriptive writing of mythical settings and creatures            -Plan and write own myth.</p>	<p><b><u>Kensuke's Kingdom by Michael Morpurgo</u></b></p>	<p><b><u>Nonsense poetry and performance poetry</u></b>            Poems by Lewis Carroll            The Jabberwocky and The Walrus and The Carpenter.            Portmanteau words            Nonsense language            Poetic devices including rhyme schemes and rhythm.</p> <p>Performing poems – intonation, expression.</p> <p><b><u>Biographical/ Autobiographical writing (Non-Fiction)</u></b></p>	<p><b><u>Street Child by Berlie Doherty</u></b></p>	<p><b><u>Play script: The Tempest (Sequence of lessons from SMW then extended)</u></b>            Writing a playscript            Drama            Speaking and Listening opportunities            Links with other Y5 classes across the collegiate            Opportunities for drama workshop led by staff at SMW</p> <p><b><u>Short Stories</u></b>            Narrative writing</p>
<p>Y6</p>	<p><b><u>Holes by Louis Sachar (Class Author)</u></b>            Setting Descriptions            1<sup>st</sup> Person Letters            Report Writing</p> <p><b><u>War Poetry</u></b></p>	<p><b><u>Letters from the Lighthouse by Emma Carroll</u></b>            Diary Entries            Newspaper Reports            Persuasive Texts</p>	<p><b><u>Wonder by RJ Palacio</u></b>            1<sup>st</sup> Person Letters            Biographical Writing</p> <p><b><u>The Highwayman by Alfred Noyes</u></b></p>	<p><b><u>Wonder by RJ Palacio</u></b>            Diary Entries            Narrative Writing            Speech Writing</p>	<p><b><u>SATs Revision</u></b></p> <p><b><u>Reding for Pleasure:</u></b>            There's a Boy in the Girl's Bathroom by Louis Sachar (Class Author)</p>	<p><b><u>The Iliad by Gillian Cross</u></b>            Myths and Legends            Character Description</p> <p><b><u>Stanley Head &amp; Alton Towers</u></b></p>



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	<p>Figurative Language Poetic Devices</p> <p><b>Reading for Pleasure:</b> The Thieves of Ostia by Caroline Lawrence</p>	<p><b>Hamlet by William Shakespeare</b> Playscripts Narrative Writing Shakespearean Language</p> <p><b>The Snowman's Journey (Literacy Shed)</b> Setting Descriptions Narrative Writing</p> <p><b>Reading for Pleasure:</b> The Thieves of Ostia by Caroline LawrenceEst</p>	<p>Figuarive Language Poetic Devices</p> <p><b>Reading for Pleasure:</b> The Boy in the Tower by Polly-Ho Yen</p>	<p><b>Reading for Pleasure:</b> Secrets of a Sun King by Emma Carroll</p>	<p>Recount Writing Report Writing</p> <p><b>Matilda (Y6 Performance)</b> Playscripts Performance Skills</p> <p><b>Reading for Pleasure:</b> Letters from the Lighthouse by Emma Carroll</p>
Y7	<p><b>An introduction to Myths and Legends</b> <b>Aesop's Fables, Ovid's Metamorphoses, Mythos</b> Write a story/myth Write a playscript (exploring character) Write a newspaper article / opinion piece Formal debate (morality)</p>	<p><b>Homer's Odyssey</b> Write a diary entry (character's POV) Write a letter (in role) Group / Socratic discussion task Memorise and perform / deliver a short extract</p>	<p><b>Beowulf (Heaney's Translation)</b> Write a vivid description Formal Presentation Task</p>	<p><b>Chaucer's Cantebury Tales</b> Write a 'portrait' prose description Hot seating in role or performing a section of the text</p>	