

# Halsnead Primary School English Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b> Focus Text And stories	Owl Babies Peace at Last Whatever Next	Little Red Riding Hood The Gruffalo Happy Christmas Gemma Polar Express	The pirates are coming Bear Hunt Goldilocks and the Three Bears.	The Hungry caterpillar Dear Zoo The Three Little Pigs	Emergency Whose Hat is this? Jack and the beanstalk	Sharing a shell The Smartest Giant in Town Amazing
Additional Texts	Space non-fiction texts That's not my owl Owl non-fiction books	Nativity Christmas stories Wolf non-fictions texts	Bear non-fiction text Goldilocks and Just One Bear	Non-fiction life cycle books That's Not my Books	Planting books	Seaside themed books
Outcome	Oral retell of the story Join in with repeated phrases Mark making images of the characters Rhyming words	Oral retell Labelling pictures Retelling with props Mark making characters Join in with repeated phrases	Rhyming words Story sequencing Mark making Labelling animals Character descriptions	Mark making lifecycles Retelling the texts in order	Initial sounds labelling characters Story maps Descriptions of settings Mark making Join in with repeated phrases Retell own stories	Story maps Retell story Writing initial sounds Labelling the characters Character descriptions Story sequencing Writing cvc words
<b>Reception</b> Focus Texts	The Gingerbread Man by Mara Alperin The Enormous turnip Retold by Katie Daynes	I'm Going to Eat this Ant by Chris Naylor- Ballesteros Naughty Bus Polar express	Let's all Creep through Crocodile Creek  Clem and Crab	The Journey Home by Emma Levey  What We'll Build by Oliver Jeffers	Silly Doggy! by Adam Stower Handa's Surprise by Eileen Brown	Supertato by Sue Hendra  The See Saw
Outcome	Oral retelling, drawing images and labelling.	A list of food items	Write a sentence Re-tell a story	Retell/rewrite of the story	Retell/rewrite of the story	A wanted poster with a character description

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mastery Keys - Year 1	<ul style="list-style-type: none"> <li>Combine words to make sentences</li> <li>Leave spaces between words</li> <li>Begin to use capital letters and full stops</li> <li>Use capital letters for names of people and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Join words using and</li> <li>Punctuate sentences using               <ul style="list-style-type: none"> <li>a capital letter and a full stop</li> </ul> </li> <li>Use capital letters for names of people</li> <li>Sequence sentences to form short narratives (link ideas or event by pronoun)</li> <li>Opportunity to apply word skills:</li> <li>Spell words containing phonemes already taught</li> <li>Use plural noun suffixes -s and -es</li> </ul>	<ul style="list-style-type: none"> <li>Punctuate sentences using               <ul style="list-style-type: none"> <li>a capital letter and a full stop</li> <li>some question marks</li> <li>and exclamation marks</li> </ul> </li> <li>Join words and clauses using and</li> <li>Some accurate use of the prefix un-</li> <li>Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed, -ing, -er, -est</li> </ul>	<ul style="list-style-type: none"> <li>Join words and clauses using and</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -es</li> </ul>	<ul style="list-style-type: none"> <li>Join words and clauses using and</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est</li> <li>Change the meaning of verbs and adjectives by adding the prefix un-</li> </ul>	<ul style="list-style-type: none"> <li>Join words and clauses using and</li> <li>Use simple description</li> <li>Sequence sentences to form short narratives (link ideas or events by pronouns)</li> <li>Use a capital letter for places and days of the week</li> <li>Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li> </ul>
Mastery Keys - Year 2	<ul style="list-style-type: none"> <li>Plan or say out loud what is going to be written about</li> <li>Use punctuation correctly - full stops, capital letters</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use subordination</li> </ul>	<ul style="list-style-type: none"> <li>Use co-ordination (but, or)</li> <li>Add -ly to turn adjectives into adverbs</li> <li>Write for different purposes</li> <li>Use commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with different forms: statement, question, exclamation, command</li> <li>Use subordination (apply because, introduce when)</li> <li>Use present and past tenses correctly and consistently (some progressive)</li> <li>Read aloud with Intonation</li> <li>Use punctuation correctly - exclamation marks, question marks</li> </ul>	<ul style="list-style-type: none"> <li>Use the progressive form of verbs in the present and past tense</li> <li>Use present and past tenses correctly and consistently</li> <li>Use subordination (apply because, when; introduce that)</li> <li>Write down ideas, key words, new vocabulary</li> <li>Use punctuation correctly</li> <li>introduce apostrophe for the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination (if, that)</li> <li>Add -er and -est to adjectives</li> <li>Use homophones and near homophones</li> <li>Use punctuation correctly</li> <li>apostrophes for contracted forms</li> </ul>	<ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently including the progressive form</li> <li>Use subordination (using when, if, that, or because)</li> <li>and co-ordination (using or, and, or but)</li> <li>Use expanded noun phrases to describe and specify</li> <li>Add suffixes to spell longer words e.g. -ment, -ful</li> </ul>
KSI Focus Text 1	Values Themes Look Up!	The Owl Who was Afraid of the Dark by Jill Tomlinson	The Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
Written Outcome	Recount: Diary	Non-chronological report	Fiction Writing: Story with a focus on adventure	Recount - Diary Entry	Letter	Fiction Writing: Story with a moral

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Focus Text 2	Beegu	Poetry - There Are No Such Things as Monsters!! by Roger Steven	Environment Theme Someone Swallowed Stanley by Sarah Roberts	Poetry - At the Zoo	Refugee Theme My Name is Not Refugee	Poetry - Fruit Salad
Written Outcome	Story	Poem	Fact File	Poem		
Focus Text 3	Troll Swap by Leigh Hodgkinson	Polar Express		Whole School Text Theme Little Red Riding Hood Theme		GAPS Fantastic Mr Fox
Written Outcome	Fiction Writing: Story with a focus on character	Fiction Writing: Story		Story		
Class Stories	Trolls go home by Alan MacDonald	The Owl who was Afraid of the Dark/Jamela's Dress	The Dragonsitter series by Josh Lace	Naughty Amelia Jane by Enid Blyton	Planet Omar Accidental Trouble Magnet	Fantastic Mr Fox
Cycle B 2021-22	Autumn 1 - 8 weeks	Autumn 2 - 8 weeks	Spring 1- 7 weeks	Spring 2 - 7 weeks	Summer 1 - 5 weeks	Summer 2 - 5 weeks
KSI  English Focus Text	Lost and Found Oliver Jeffers	Nibble the Book Monster Emma Yarlett	The Lion Inside Rachel Bright	The Curious Case of the Missing Mammoth Ellie Hattie	Toys in Space By Mini Grey	Goldilocks and Just One Bear Leigh Hodgkinson
Written Outcome	Letter/Postcard	Diary Writing	Fiction Writing: Story with a focus on journey	Diary Fiction Writing: Story with a focus on adventure	Fantasy Story Re-telling	Fiction Writing: Traditional Story
Focus Text	Astro Girl	Billy the Beast by Nadia Shareen	Environment Theme Tidy By Emily Gravett	Poetry - Night Sounds 1 week	Refugee Theme Everybody's Welcome by Patricia Hegarty	Poetry - Fox
Written Outcome	Fact File	Non-Chronological Report	Letter	Poem	Letter	Poem
Focus Text	Poetry - The Owl and The Pussy Cat by Edward Lear	Christmas Theme Dasher		Whole School Text Little Red Riding Hood 2 weeks Retelling		GAPS The Sheep Pig
Class Stories	Amazing Grace	Horrid Henry	Flat Stanley	Anna Habiscus	The Hodgeheg	The Sheep Pig

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LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mastery Keys - Year 3	<ul style="list-style-type: none"> <li>Group related ideas into paragraphs</li> <li>Build a varied and rich vocabulary</li> <li>Use prepositions to express time, place and cause</li> <li>Introduce inverted commas to punctuate direct speech (one session)</li> </ul>	<p>Use conjunctions and adverbs to express, time, place and cause</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p> <p>In narratives, create characters, settings and plot</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Form nouns with a range of prefixes</p> <p>Use present and past tenses correctly and consistently including progressive and present perfect forms</p> <p>Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</p> <p>Build a varied and rich vocabulary</p>	<p>Use adverbs to express time, place and cause</p> <p>Build an increasing range of sentence structures</p> <p>Use headings and sub-headings to aid presentation</p> <p>Assess the effectiveness of own and others' writing</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)</p> <p>Group related ideas into paragraphs</p> <p>Use a or an according to whether the next word begins with a noun or a consonant</p>	<p>Build an increasing range of sentence structures</p> <p>Use present and past tenses correctly and consistently including the progressive and the present perfect forms</p> <p>Group related ideas into paragraphs</p>
Mastery Keys - Year 4	<ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use fronted adverbials</li> <li>Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)</li> <li>Use commas after fronted adverbials</li> <li>Recap: Use inverted commas for direct speech (Year 3)</li> </ul>	<ul style="list-style-type: none"> <li>Use Standard English forms for verb inflections</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Recognise the difference between plural and possessive 's'</li> <li>Build a varied and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>Use Standard English for verb inflections</li> <li>Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)</li> <li>Use and punctuate direct speech (using dialogue to show the relationship between characters)</li> </ul>	<ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use and punctuate direct speech</li> <li>Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Build a varied and rich vocabulary</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Use paragraphs to organise information and ideas around a theme</li> <li>Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</li> <li>Recognise the grammatical difference between plural and possessive 's'</li> </ul>	<ul style="list-style-type: none"> <li>Build an increasing range of sentence structures</li> <li>Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms</li> <li>Use paragraphs to organise information and ideas around a theme</li> <li>Integrated as revision: Consolidate punctuation so far (Y3)</li> <li>The grammatical difference between plural and possessive 's' (Y4)</li> </ul>
CYCLE A						
LKS2 Focus Text -1	Values Theme Ruby's Worry	Leon and the place Between by Angela McAllister	Escape from Pompeii by Christine Balit	When the Giant stirred by Celia Godkin	Where the Forest Meets the Sea by Jeannie Baker	Blue John by Berlie Doherty
Written Outcome		Recount:	Fiction:	Fiction:	Information text	Non-chronological report

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		Diary Entry	Historical narrative	Adventure story	Letter	
Focus Text - 2	Counting on Katherine	Poetry - the Lost Property Office by Roger McGough	Environment theme The Great Paper Caper Oliver Jeffers	Poetry - Windrush Child	Refugee Theme The Silence Seeker	Poetry - Haiku
Written Outcome	Non-fiction Text	Poem	Persuasive Letter	Poem	Narrative	Poem
Focus Text - 3	Gorilla by Anthony Browne	Christmas Theme The Polar Express		Whole School Text - Little Red Riding Hood Theme		GAPS - The Miraculous Journey of Edward Tulane
Written Outcome	Fiction: Fantasy story	First person narrative		Speaking and Listening Playscript		
Class Novel	The Worst Witch Series	The Great Foodbank Heist  The Carrolls at Christmas	The Iron Man	Grimwood Nadia Shireen	Bettle Boy	The Miraculous Journey of Edward Tulane
Cycle B 2021-22	Autumn 1 - 8 weeks	Autumn 2 - 8 weeks	Spring 1- 7 weeks	Spring 2 - 7 weeks	Summer 1 - 5 weeks	Summer 2 - 5 weeks
Focus Text - 1	Values Theme Tilda Tries Again	Winter's Child Angela McAllister	Stone Age Boy Satoshi Kitamura	Big Blue Whale Nicola Davies	Journey Aaron Becker	Zeraffa Giraffa Diane Hoffmeyer
Written Outcome		Recount: Letter Writing	Fiction: Historical Narrative	Non-Fiction: Information	Narrative: Adventure Story	Non - Fiction: Persuasive Writing
Focus Text - 2	Seal Surfer Michael Foreman	Poetry - Dance with me, Autumn	Alba The Hundred Year Old Fish	Whole School Text Changed annually	Refugee Theme Wisp A Story of Hope	Poetry - Apes to Zebras
Written Outcome	Recount: Letter Writing	Poem	Non-Chronological Report		Narrative	Poem
Focus Text - 3	The Tin Forest	Dasher		Poetry - The Magnificent Bull From the Dinka tribe		GAPS - Ottoline
Written Outcome	Narrative	Setting Description		Poem		GAPs
Class Novels	Charlotte's Web	Sam Wu Is Not Afraid of Ghosts	Stig of the Dump	Alex Sparrow and The Really Big Stink	Wild Robot	Ottoline and the Yellow Cat



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UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mastery Keys -Year 5	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of writing</li> <li>Organise paragraphs around a theme with a focus on more complex narrative structures</li> <li>Use commas after fronted adverbials</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Describe settings, characters and atmosphere</li> <li>Integrate dialogue to convey character and advance the action</li> <li>Use of inverted commas and other punctuation to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Link ideas across paragraphs using adverbials</li> <li>Use commas to clarify meaning and avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Variety of verb forms used correctly and consistently</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Link ideas across paragraphs using adverbials and tense choices</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Use modal verbs to indicate degrees of possibility</li> <li>Use devices to build cohesion within a paragraph</li> <li>Choose the appropriate register</li> <li>Use brackets, dashes or commas to indicate parenthesis (recap)</li> <li>Enhance meaning through selecting appropriate grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use devices to build cohesion within a paragraph</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use of the hyphen (to join a prefix to a root word)</li> </ul>
Mastery Keys - Year 6	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely (recap from Y5)</li> <li>Use passive verbs</li> <li>Link ideas across paragraphs using a wider range of cohesive devices</li> <li>Integrate dialogue to convey character and advance the action For suggested information text at the end of the unit:</li> <li>Use a colon to introduce a list</li> <li>Punctuate bullet points consistently</li> </ul>	<ul style="list-style-type: none"> <li>Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>Use modal verbs and adverbs to indicate degrees of possibility</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing</li> <li>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>Use passive verbs</li> <li>Use semi-colons to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>Use a wide range of devices to build cohesion</li> <li>Use organisational and presentational devices to structure text</li> <li>Use colons to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</li> <li>Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation</li> <li>Use a colon to introduce a list and use semi-colons within lists Use hyphens to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</li> <li>Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation</li> <li>Use a colon to introduce a list and use semi-colons within lists</li> <li>Use hyphens to avoid ambiguity</li> </ul>
CYCLE A						
English Focus Text	Of Thee, I Sing 3 weeks	Can we save the tiger? By Martin Jenkins 3 weeks	Selfish Giant by Oscar Wilde 3 weeks	Jemmy Button by Alex Barzelay & Island by Jason Chin	Manfish by Jennifer Berne 3 weeks	Sky Chasers by Emma Carroll 3 weeks

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				3 weeks		
Written Outcome	Journalistic Writing Magazine Article	Information/ explanation Recount: Diary	Classic Narrative	Recount: journalistic report - Interview Discussion Text	Recount: Biography Fiction debate	Fiction: Adventure story Recount: Autobiography
Text	Star of Fear, Star of Hope by Jo Hoestlandt 3 weeks	Poetry - Tiger 1 week	Environment Theme The Brilliant Deep Poetry	Whole School Text - Little Red Riding Hood Theme  3 weeks	Letter from Mr Catt (Y6)  Alma  Refugee Theme - Malala's Magic Pencil 3 weeks	GAPS - Skellig 2 weeks
Written Outcome	Fiction: Flashback story Information text	Poem	Fiction: Classic narrative Explanation Text	Journalistic Writing Newspaper Report	Persuasive Letter (Y6) Diary Autobiography	
		The Polar Express 2 weeks	Poetry - Finding Magic		Poetry - Sonnet Written at the Close of Spring By Charlotte Smith 1 week	
		1 <sup>st</sup> Person narrative	Poem		Poem	
Class Novel	Wonder	The Carrolls at Christmas	Lord of the Flies	Cloud Busting	Holes	Skellig
Cycle B 2021-22	Autumn 1 - 8 weeks	Autumn 2 - 8 weeks	Spring 1- 7 weeks	Spring 2 - 7 weeks	Summer 1 - 5 weeks	Summer 2 - 5 weeks
Focus Text	Values Theme Hidden Figures	The Lost Happy Endings Carol Ann Duffy	Arthur and the Golden Rope Joe Todd-Stanton	The Darkest Dark Chris Hadfield	The Paperbag Prince Colin Thompson	The Hunter Paul Geraghty
Written Outcome	Memoir	Fiction: Traditional Tale	Fiction: Myth	Recount: Biography	Persuasive/Information Poster Hybrid text	Fiction: Adventure story
Text	Queen of the Falls Chris Van Allsburg	Odysseus (2021)  The Piano Literacy Shed	Environment Theme Plastic Planet	The Piano and the Bear	Refugee Theme - The Day War Came	GAPS Can You See Me?
Written Outcome	Recount: Diary Entries	Balanced Argument	Hybrid text Persuasion and Information		Persuasive Letter	
	Journey to Jo'berg (2021)	Poetry - Jinnie Ghost	Poetry - The Sea		Poetry - Africa	
Class Novel	The Boy at the Back of the Class	The Phantom Tollbooth	The Nowhere Emporium	Letters from the Lighthouse	The Boy in the Tower	Can You See Me?