English Overview – Spring Term 2024-25

Early Years

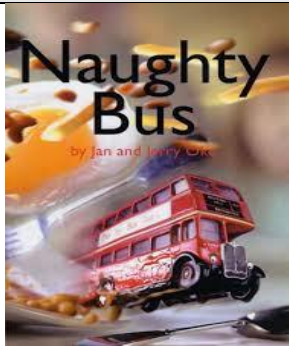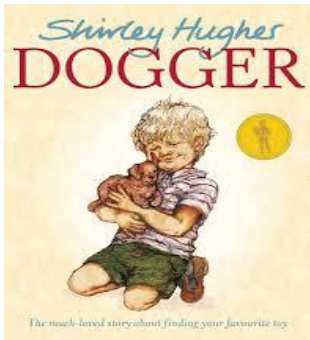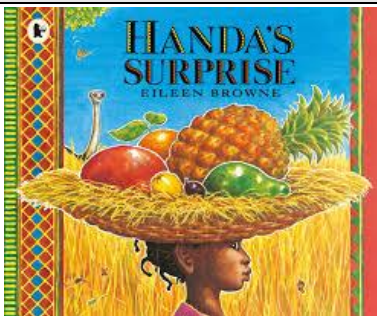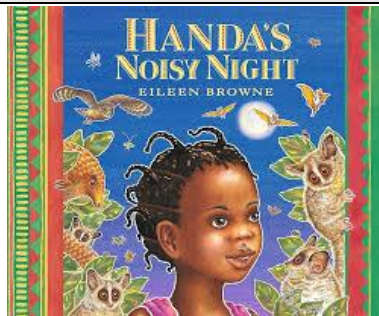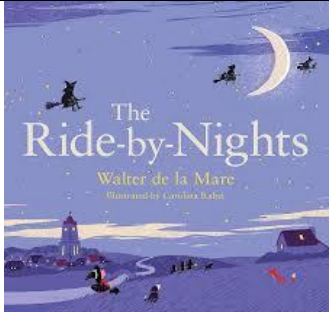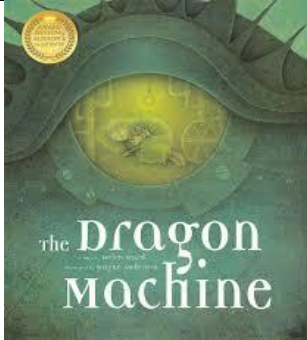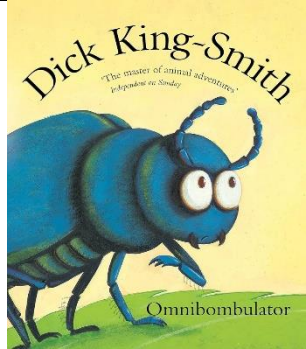|	Spring One				Spring Two			
Key Driver	*People who help us* – Driven by a series of visitors from jobs in the community	*Three Billy Goats Gruff* (traditional fairy tale)	*The Pig in the Pond* by Martin Waddell	*Animals – Claws and Paws* (including dog visit) and *Animals Around the World*	*Dinosaurs* – Driven by a visit from Professor Marshall & *The Girl and the Dinosaurs* by Hollie Hughes	*The Rainbow Fish* by Marcus Pfister	*Growing Up* – Driven by their development from babies to now	*Healthy Eating* – creating fruit kebabs
Key Themes	Different roles in community Trusted adults	Kindness Good and bad characters Greed	Farm animals It's ok to do things differently Diversity	Pets Needs of different pets/ animals	Creatures from the past	Friendship, relationships Sharing Feelings	Changes Human timeline/life cycle, now and then	Selfcare Keeping healthy Healthy food choices
Learning Outcomes	PSED – see themselves as a valuable individual Communication – listen attentively and respond with relevant questions and comments Writing – CVC words and simple sentences (non-fiction text) UW - people who help us: lives of people around us and their roles in society	Communication – retelling stories Writing – CVC words and simple sentences (character description) PSED - Express their feelings and consider the feelings of others	Communication – retelling stories Writing – CVC words and simple sentences (writing/ retelling the story) EAD – painting animals and sharing their creations, explaining the process they have used	Communication – listen attentively and respond with relevant questions and comments Writing – CVC words and simple sentences (non-fiction text/booklet e.g. what dogs need) UW - All around the world: maps, different animals, countries, cultures, etc.	Communication – listen attentively and respond with relevant questions and comments Writing – start to write short sentences/words with known sound-letter correspondences, use familiar words (a letter) UW - Looking at fossils/animals now and in the past	Communication – Retell the story, some as repetition, some own words. PSED - use the strategies taught to regulate their feelings. They consider the feelings of others. Writing – start to write short sentences/words with known sound-letter correspondences, use familiar words (1st person POV)	UW - changes since we were born timeline using their own baby pictures UW - growing beans, cress, sunflowers – what do plants need to grow? Writing – start to write short sentences/words with known sound-letter correspondences, use familiar words (Writing a non-fiction text)	PSED - Understand why we wash our hands, healthy food choices UW - Healthy eating & brushing teeth Writing – instructions for fruit kebabs

Year One

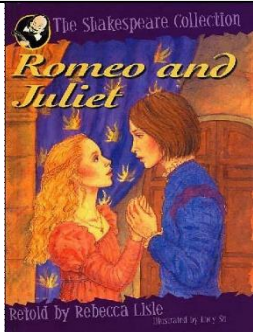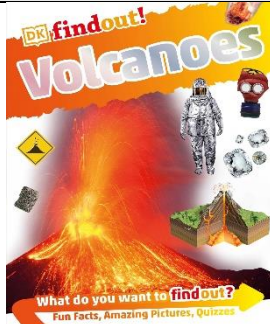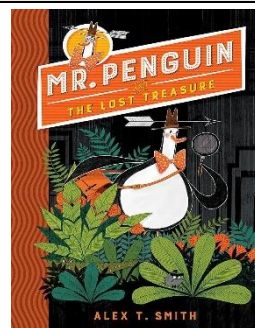|	Spring One		Spring Two	
Key Driver	*Naughty Bus* by Jan and Jerry Oke (4weeks)	*Dogger* by Shirley Hughes (2 weeks)	*Handa's Surprise* by Eileen Browne (3 weeks)	*Handa's Noisy Night* by Eileen Browne (3 weeks)
Key Themes	Imagination Adventure	Special Loss Kindness	Friendship Gift-giving	Family Nocturnal Animals
Written Outcomes	Letter Diary entry Adventure narrative	Special toy description Reading skills – exploring story	Description Retelling the story (Akeyo's Surprise)	Narrative – own version Nocturnal animal fact files
Reading Outcomes	Fluency in reading – RWI 1:1 reading – asking retrieval (AC1b) and inference (AC1d) questions. Begin to explore the Reading Assessment Criteria foci – B (retrieval) & D (inference) should be given the biggest weighting. Please cover all ACs, with A, C, E, being used when appropriate to the text type and learning. 			

Content domain reference

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

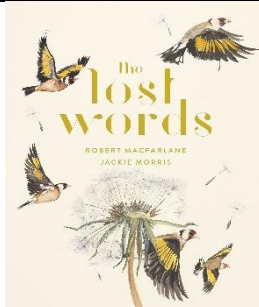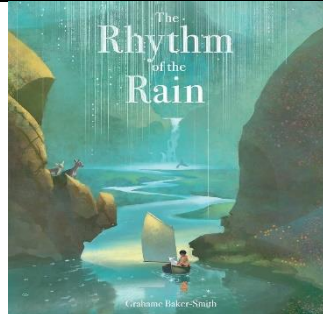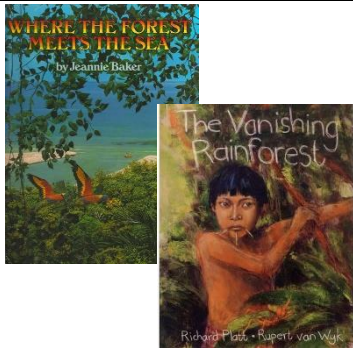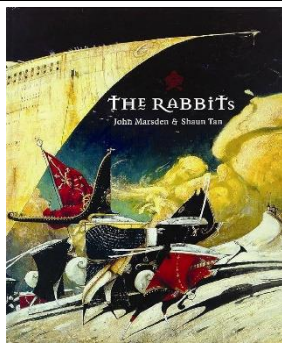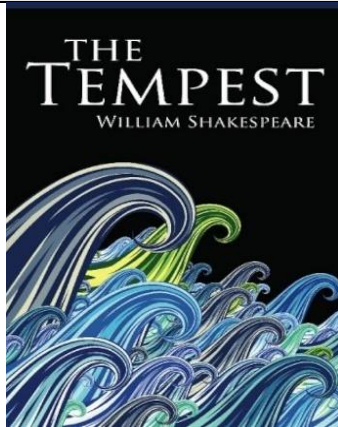1e predict what might happen on the basis of what has been read so far

Year 2

	Spring One		Spring Two	
Key Driver	*The Ride-by-Nights* by Walter de la Mare *(2 weeks)*	*The Dragon Machine* by Helen Ward (4 weeks)	*It Fell From the Sky* by The Fan Brothers (2 weeks)	*Omnibombulator* by Dick King-Smith (4 weeks)
Key Themes	Supernatural Mystery	Loneliness Friendship	Power Greed	Identity Curiosity
Written Outcomes	Performance poetry Poetry writing	Character description Nono-chronological report	Diary entry	Character Description Narrative

Reading Outcomes	Fluency in reading – RWI 1:1 reading – asking retrieval (AC1b) and inference (AC1d) questions.
	Reading Assessment Criteria foci – B (retrieval) & D (inference) should be given the biggest weighting. Please cover all ACs, with A, C, E, being used when appropriate to the text type and learning.

	Content domain reference	
1a	draw on knowledge of vocabulary to understand texts	
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	
1c	identify and explain the sequence of events in texts	
1d	make inferences from the text	
1e	predict what might happen on the basis of what has been read so far	

Year 3

	Spring One		Spring Two
Key Driver	*Romeo and Juliet* by William Shakespeare (3 weeks)	*DK Find Out: Volcanoes* by Maria Gill (3 weeks)	*Mr Penguin and the Lost Treasure* by Alex T. Smith (6 weeks)
Key Themes	Love Honour Friendship	Factual information Geography Science	Adventure Mystery Friendship
Written Outcomes	Playscripts	Non-chronological report	Persuasive Adverts Adventure narrative Skills focus
Reading Outcomes	Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H being used when appropriate. 		

Content domain reference

2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text

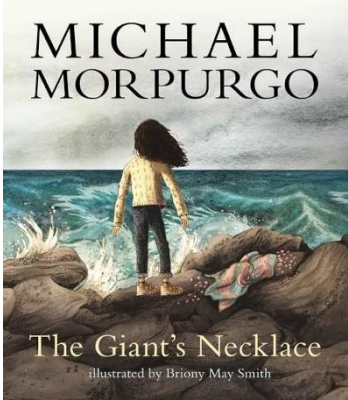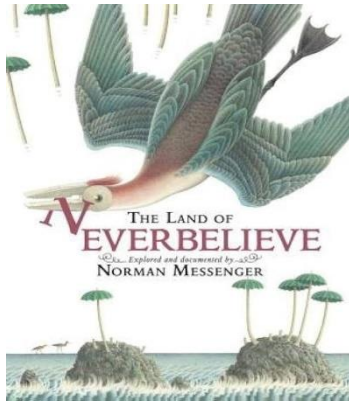|	
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Year 4

	Spring One		Spring Two	
Key Driver	 *The Lost Words* by Robert MacFarlane (3 weeks)	 *Pip* (short film) by Dogs Inc (3 weeks)	 *Ocean Meets Sky* by The Fan Brothers (4 weeks)	 *The Rhythm of the Rain* by Grahame Baker-Smith (2 weeks)
Key Themes	Importance of language Our connection with nature Environmental awareness	Bravery Determination Perseverance	Longing Remembering (honour) Acceptance	Journeys Our connection with nature
Written Outcomes	Language exploration Poetry	Description Adventure story Blog posts	Setting description Captain's log	Diary of a raindrop
Reading Outcomes	Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.			

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2a	give / explain the meaning of words in context
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	Spring One			Spring Two
Key Driver

The Listeners by Walter de la Mere (2 weeks) |

Rainforest Texts: *Where the Forest Meets the Sea* by Jeannie Baker and *The Vanishing Rainfores*t by Richard Platt (2 weeks) |

The Rabbits by John Marsden and Shaun Tan (2 weeks) |

The Tempest by William Shakespeare (6 weeks) |
| **Key Themes** | Supernatural

The unspoken

Isolation | Destruction

Human impact

Isolation

Preservation & conservation | Destruction

Identity

Powerful Vs. Powerless | Power

Revenge

Forgiveness |
| **Written Outcomes** | Narrative | Informal letters

Non-chronological reports | Comparative narrative | Recount as Ferdinand

Caliban's Speech

Narrative |
| **Reading Outcomes** | Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.

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Year 6

	Spring One		Spring Two
Key Driver	*The Giant's Necklace* by Michael Morpurgo (5 weeks)	*The Land of Neverbelieve* by Norman Messenger (3 weeks)	*Alma* by Rodrigo Blaas (3 weeks)
Key Themes	Family Solitary Perseverance	The Fantastical Escapism Environment	Solitary Perseverance Enticement
Written Outcomes	Postcards Setting description Diary entry	Non-chronological reports	Narrative
Reading Outcomes	Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.		

Content domain reference	
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