

## English Curriculum Overview 2023 -2024

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for Pleasure (Across the year)	<i>Grandad's Camper</i> by Harry Woodgate, <i>The Little Red Hen</i> , <i>Sam and Dave Dig A Hole</i> by Mac Barnett, <i>You're Safe with Me</i> by Chitra Soundra, <i>Big Green Crocodile</i> by Jane Newbury, <i>Jabari Jumps</i> by Gaia Cornwall	<i>The Girl and the Dinosaur</i> by Hollie Hughes, <i>The Invisible</i> by Tom Percival, <i>Pip and Egg</i> by Alex Latimer, <i>The Queen's Knickers</i> by Nicholas Allan, <i>Meet the Family</i> by John Yeoman, <i>Bathe the Cat</i> by Alice McGinty, <i>Starbird</i> by Sharon King-Chai, <i>Barbara Throws a Wobbler</i> by Nadia Shareen	<i>Freedom we Sing</i> by Amyra Leon, <i>Ada and the Galaxies</i> by Alan Lightman, <i>Leonora Bolt: Secret Inventor</i> by Lucy Brandt, <i>Little Glow</i> by Katoe Sahota, <i>Coming to England</i> by Floella Benjamin	<i>The Proudest Blue</i> by Ibtihaj Muhammad, S. K. Ali <i>Yours sincerely, Giraffe</i> by Megumi Iwasa, <i>Black Dog</i> by Levi Pinfold <i>Invented Animals</i> by Christiane Dorian	<i>Noah's Gold</i> by Frank Cottrell-Boyce, <i>The Barnabus Project</i> by the Fan Brothers, <i>Maya and her Friends</i> by Larysa Denysenko	<i>The Last Bear</i> by Hannah Gold, <i>When Stars are Scattered</i> by Victoria Jamieson, Omar Mohamed, <i>Nano</i> by Dr Jess Wade, <i>Danny Chung does not do Maths</i> by Maisie Chan	<i>Pax</i> by Sara Pennypacker . <i>A Kind of Spark</i> by Elle McNicholl, <i>The Light in Everything</i> by Katya Balen <i>Rhythm and Poetry</i> by Karl Nova, <i>The Highwayman</i> by Alfred Noyes

Project - Autumn 1	Being Me in Our Wonderful World	Dinosaur Planet	Towers, Tunnels and Turrets	Gods and Mortals	I Am Warrior	Off With Her Head	Revolution
Key text: reading			<i>Knight Sir Louis and the Sorcerer of Slime</i> by The Brothers McLeod	<i>Greek Myths</i> retold by Marcia Williams (class set)	<i>Queen of Darkness</i> by Tony Bradmen (class set)	<i>Treason</i> by Berlie Doherty (class set)	<i>Carnival of the Lost</i> by Kieran Larwood (class set)
Writing Stimulus (if not using key text)	<i>Elmer</i> by David McKee <i>Ruby's Worry</i> by Tom Percival <i>All Are Welcome Here</i> by Alexandra Penfold <i>What Happened to You</i> by James Catchpole <i>How do you feel?</i> by Anthony Browne <i>The World Came to My Place Today</i> by Jo Readman <i>Milo Imagines the World</i> by Matt de la Peña	<i>Dinosaur Lady</i> by Linda Skeers <i>Stone Girl, Bone Girl</i> by Laurence Anholt <i>Mary Anning by Little People, Big Dreams</i> <i>Am I Yours?</i> By Alex Latimer <i>Dear Dinosaur by Chae Strathie</i>	<i>The Paper Bag Princess</i> by Robert Munsch <i>Tell me a Dragon</i> by Jackie Morris <i>Small Knight George and the Royal Chocolate Cake</i> by Ronda Armitage <i>After the Fall</i> by Dan Santat	<i>Where Zebras Go</i> by Sue Hardy-Dawson (poetry)	<i>Boudicca</i>		<i>Being Me</i> by Liz Brownlee (poetry) Film clips of Victorian London (e.g. Oliver!, The Water Babies, Sherlock Holmes)
Purpose and text type for writing	Mark making Name writing To inform (labels)	To inform (fact file) To inform/entertain (letter)	To inform (fact file) To entertain (setting description and character description)	To entertain (narrative [myth]) To entertain (poetry)	To entertain (character description) To inform (report)	To persuade (formal letter pleading not to execute) To entertain (historical setting description/atmosphere)	To entertain (poetry) To entertain (setting description /atmosphere) To inform (non-chronologic)

							al report [inventor/Great Exhibition)
Project -Autumn 2	<b>Being Me in Our Wonderful World</b>	<b>Moon Zoom</b>	<b>Muck, Mess and Mixture</b>	<b>Scrumdiddlyump tious</b>	<b>Potions</b>	<b>Stargazers</b>	<b>Frozen Kingdom</b>
Key text: reading			<i>Alien in the Jam Factory</i> by Chrissie Sains	<i>Charlie and the Chocolate Factory</i> by Roald Dahl ( <i>class set</i> )	<i>The Worst Witch</i> by Jill Murphy ( <i>class set</i> )	<i>Cosmic</i> by Frank Cottrell Boyce ( <i>class set</i> )	<i>The Wolf Wilder</i> by Katherine Rundell ( <i>class set</i> )
Writing Stimulus (if not using key text)	<i>Pumpkin Soup</i> by Helen Cooper  <i>Stickman</i> by Julia Donaldson  <i>Leaf hunt</i> by Steve Metzger  <i>Owl Babies</i> by Martin Waddell  <i>The Gingerbread Man by?</i>	<i>Beegu</i> by Alexis Deacon  <i>Aliens in Underpants Save the World</i> by Claire Freedman  <i>Man on the Moon</i> by Simon Bartram  <i>Poems Aloud</i> by Joseph Coelho	<i>The Day the Crayons Quit</i> by Drew Daywalt  <i>Tasty Poems</i> by Jill Bennett (poetry)	Clips from film to visualise the text	<i>Fire Burn, Cauldron Bubble</i> by Paul Cookson ( <i>poetry</i> )	<i>Stars with Flaming Tails</i> by Valerie Bloom ( <i>poetry</i> )  <i>Spaced Out</i> by James Carter (poetry)  <i>Counting on Katherine</i> by Helaine Becker	<i>Alma</i> by Rodrigo Blaas ( <i>animation</i> )  <i>Shackleton's Journey</i> by William Grill
Purpose and text type for writing	To entertain (sequencing narrative [single clause sentences matched to pictures])  To inform (letters)	To entertain (setting description)  To entertain (character description)  To entertain (poetry)	To entertain (character description)  To inform (letter)  To entertain (poetry)	To persuade (advertising)  To entertain (setting description)	To entertain (poetry)  To entertain/inform (diary)  To entertain (setting description)	To discuss (balanced argument e.g. space travel or male/female roles in science)  To entertain and inform (diary)  To entertain (poetry)	To entertain (narrative building tension)  To persuade (recruiting a crew for expedition)  To inform (formal letter)

Project - Spring 1	<b>Not all Heroes wear capes</b>	<b>Bright Lights, Big City</b>	<b>Street Detectives</b>	<b>Through the Ages</b>	<b>Burps, Bottoms and Bile</b>	<b>Pharaohs</b>	<b>A Child's War</b>
Key text: reading			<i>Poems the Wind Blew In</i> Karmelo C. Iribarren (poetry)	<i>The Wild Way Home</i> by Sophie Kirtley (class set)	<i>Demon Dentist</i> by David Walliams (class set)	<i>Phoenix Code</i> by Helen Moss (Class set)	<i>When We Were Warriors</i> by Emma Carroll (class set)
Writing Stimulus (if not using key text)	<i>Super Duper You</i> by Sophy Henn  <i>Whoever You Are</i> by Mem Fox  <i>Supertato</i> by Sue Hendra  <i>Going to the Dentist</i> by Stephen Cartwright  <i>Real Superheroes</i> by Julia Seal  <i>The Jolly Postman</i> by Janet and Alan Ahlberg	<i>Vlad and the Great Fire of London ( A flea in history)</i> by Kate Cunningham  <i>Katie in London</i> by James Mayhew  <i>A Walk in London</i> by Salvatore Rubbino  <i>Paddington at the Palace</i> by Michael Bond	<i>The Detective Dog</i> by Julia Donaldson  <i>The Elves and the Shoemaker</i> by Grimm	<i>Stone Age Boy</i> by Satoshi Kitamura (class set)  <i>Stone Age to Iron Age (The History Detectives Investigate)</i> by Clare Hibbert	<i>The Gut Garden</i> by Katie Brosnan	<i>Navigators: Ancient Egypt</i> by Miranda Style	<i>Rose Blanche</i> by Ian McEwan
Purpose and text type for writing	To inform (instructions)	To entertain/inform (setting)	To entertain (traditional tale)	To inform (letter) To entertain	To inform (explanation [digestion])	To inform (non-chronological report)	To entertain (historical narrative)

	To entertain (descriptive sentences)	description [focus capital letters for proper nouns and spelling days of the week]  To inform (letter)	To inform (recount)	(character description)	To entertain (narrative with dialogue)	To inform (explanation e.g. mummification [use passive voice])	dialogue to advance action)  To inform (diary)
Project - Spring 2	<b>Magical Gardens</b>	<b>Childhood</b>	<b>Wriggle and Crawl</b>	<b>Mighty Metals</b>	<b>Road trip USA Electricity</b>	<b>Beast Creator</b>	<b>Bloodheart</b>
Key text: reading			<i>Indigo Wild</i> by Pippa Curnik  <i>I wonder why Spiders Spin Webs</i> by Amanda O'Neill	<i>The Iron Man</i> by Ted Hughes (class set)	<i>Hold up the Sky</i> by Jane Louise Curry (class set)	<i>Beetle Boy</i> by M G Leonard (class set)	<i>Pig-heart Boy</i> by Malorie Blackman (class set)
Writing Stimulus (if not using key text)	<i>Olivers Vegetables</i> by Alison Bartlett  <i>The Tiny Seed</i> by Eric Carle  <i>Chick to Hen</i> by Elspeth Graham  <i>Jack and the Beanstalk</i> by ?  <i>The Enormous Turnip</i> by?	<i>Old Bear</i> by Jane Hissey  <i>The Girls</i> by Lauren Ace  <i>The Boys</i> by Lauren Ace  <i>Info Buzz Toys</i> Izzi Howell  <i>The Paper Dolls</i> by Julia Donaldson	<i>Sweet Cocoon (ESMA School of Animation)</i>  <i>It Fell From the Sky</i> by Eric Fan	<i>The Tin Forest</i> by Helen Ward	<i>Star Stories</i> by Anita Ganeri	Shadow of Blue (Literacy Shed)	<i>The Heart and the Bottle</i> by Oliver Jeffers
Purpose and text type for writing	To inform (life cycles, sequence and sentences informing)  To inform (wanted poster)	To persuade (for a wanted toy)  To inform (non-chronological report)	To entertain (narrative)  To inform (letter)  To persuade (poster linked to	To entertain (diary)  To discuss (debate looking after the environment)	To entertain (folktale)  To persuade (holiday brochure)	To entertain (narrative use of dialogue to convey character)  To	To discuss (balanced argument)  To inform (explanation)

	To entertain (invitation)		Fell from the Sky)  To inform (non-chronological report) - Science minibests			entertain/inform (informal letter)	To entertain/inform (informal letter)
Project - Summer 1	<b>Are all beasts mini?</b>	<b>Enchanted Woodland</b>	<b>Scented Garden</b>	<b>Rocks, Relics and Rumbles</b>	<b>Traders and Raiders</b>	<b>Sow and Grow</b>	<b>ID</b>
Key text: reading			<i>The Boy Who Grew a Tree</i> by Polly Ho-Yen	<i>The Firework Maker's Daughter</i> by Phillip Pullman (class set)	<i>Riddle of the Runes</i> by Janina Ramirez (class set)	<i>The Secret Garden</i> by Francis Hodgson Burnett (class set)	<i>Stormbreaker</i> by Anthony Horowitz (class set)
Writing Stimulus (if not using key text)	<i>Caterpillar Cake</i> by Matt Goodfellow  <i>The Hungry Caterpillar</i> by Eric Carle  <i>Mad about Minibeasts</i> by Giles Andreae  <i>Minibeast Bop</i> by Toy Mitton  <i>The Tiger Who Came to Tea</i> by Judith Kerr	<i>Hansel and Gretel</i> by ?  <i>Tidy</i> by Emily Gravett  <i>Welcome to the Woodland</i> by Ruth Owen	<i>The Secret Sky Garden</i> by Linda Sarah  My First Gardening Book - Usborne	<i>Escape from Pompeii</i> by Christina Balit  <i>When the Giant Stirred</i> by Celia Godkin  <i>Pompeii... Buried Alive!</i> By Edith Kunhardt  <i>Natural Wonders</i> by Clive Gifford	Viking Village clip to support setting for narrative (Literacy Shed)	<i>The Promise</i> by Nicola Davies	
Purpose and text type for	To entertain (description of a	To entertain (traditional tale)	To inform (instructions)	To entertain (narrative with	To entertain (narrative)	To entertain (3rd person narrative)	To entertain (narrative)

writing	character) To inform (description of a minibeast) To entertain (poetry)	To entertain (diary)	To entertain (diary)	dialogue) To inform (recount)	To inform (non-chronological report)	[focus multi-clause sentences including relative clauses] To entertain (diary)	To inform (non-chronological report [gadget]) To inform/entertain (letter)
Project - Summer 2	<b>Are we there yet?</b>	<b>Paws, Claws and Whiskers</b>	<b>Coastline</b>	<b>Predator</b>	<b>Misty Mountain Winding River</b>	<b>Timetraveller</b>	<b>Hola Mexico</b>
Key text: reading			<i>Nim's Island</i> by Wendy Orr	<i>Deadly Creatures</i> (class set) <i>Faery Tales</i> by Carol Ann Duffy	<i>King of the Cloud Forests</i> by Michael Morpurgo (class set) <i>Cloud Soup</i> by Kate Wakeling	<i>Tom's Midnight Garden</i> Philippa Pearce (class set)	<i>Holes</i> by Louis Sachar (class set)
Writing Stimulus (if not using key text)	<i>The Snail and the Whale</i> by Julia Donaldson <i>Magic Beach</i> by Alison Lester <i>George Saves the World</i> by Jo Readman <i>Look After Your Planet</i> by Lauren Child <i>Billy's Bucket</i> by Kes Gray and Garry Parsons <i>A Feast for Joseph</i> by Terry	<i>The Zoo is Closed Today</i> by Evelyn Beilenson <i>Monkey: a trickster tale from India</i> by Gerald McDermott <i>Lazy Lion</i> by Mwenye Hadithi	<i>How Does a Lighthouse Work?</i> by Roman Belyaev <i>The Secret of Black Rock</i> by Joe Todd-Stanton	<i>The Wolf's Story</i> by Toby Forward	<i>A River</i> by Marc Martin	<i>Change Sings: a Children's Anthem</i> by Amanda Gorman <i>Forever Young</i> short film (Literacy Shed)	

	Farish <i>Look Up</i> by Nathan Byron <i>Clean up</i> by Nathan Byron <i>The Tale of the Whale</i> by Karen Swann						
Purpose and text type for writing	To inform (letter) To entertain (narrative)	To entertain (narrative [fable]) To inform (instructions how to look after a ...)	To entertain (narrative [folk tale]) To inform (explanation)	To entertain (narrative [traditional tale from different perspective]) To inform (non-chronological report [a predator])	To entertain (narrative with dialogue) To inform (explanation [water cycle])	To entertain (1st person narrative, choose character's perspective) To inform (informal letter for the future/to a future you)	To entertain (narrative) To inform (informal letter) To inform (formal letter of complaint) To persuade (travel brochure)
Whole school text (2 weeks, text changes annually)							

If a year group ahead of you has a specific book to study/RfP please pass it to this year group and avoid using it.

If a previous year group has read a book that you would also like to read again, use it when reading for pleasure. You can do more reading for pleasure than listed - share quality texts whenever you get the chance.

Poets:

NC: join in with rhymes and repetitive patterns of language

EYFS: Matt Goodfellow + rhymes and songs

Y1 Joseph Coelho + rhymes and songs

Y2 Jill Bennet and Karmelo C. Iribarren

NC: perform poetry

Y3 Sue Hardy-Dawson

Y4 Kate Wakeling + anthology including Shakespeare

Y5 Valerie Bloom and Amanda Gorman

Y6 Liz Brownlee and Karl Nova (RfP)

Writing:

EYFS 7 non-fiction 5 fiction

Y1 7 non-fiction 7 fiction

Y2 6 non-fiction 7 fiction

Y3 5 non-fiction 8 fiction

Y4 5 non-fiction 9 fiction

Y5 5 non-fiction 9 fiction

Y6 8 non-fiction 8 fiction