

St Mary Magdalen's Catholic Primary School

English Whole School Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>This is an overview of the core texts each year group will be exploring as part of their English writing lessons throughout the year. Children will also read a variety of other fiction, non-fiction, as well as a selection of poetry.</p>						
Reception	<p>I am absolutely too small for school: Lauren Child</p> <p>All Kinds of Families</p> <p>Alfie Starts School; Shirley Hughes</p> <p>The Colour Monster; Anna Llenas</p> <p>Ruby's Worry, Tom Percival</p> <p>Supertato, Sue Hendra</p> <p>Superworm, Julia Donaldson</p>	<p>Tidy, Emily Gravett</p> <p>The Way Back Home, Oliver Jeffers</p> <p>Whatever Next, Jill Murphy</p> <p>My Best Diwali,</p> <p>What's Next,</p> <p>Fox in the Dark,</p>	<p>The Tale of Jack Frost, David Melling</p> <p>The Little Red Hen, Fiona Patchett</p> <p>Errol's Garden, Gillian Hibbs</p> <p>Jasper's Beanstalk, Nick Butterworth</p>	<p>The 100 Decker Bus, Mike Smith</p> <p>Oi! Get off our Train!, John Burningham</p> <p>Blue Penguin, Petr Horacek</p>	<p>The Tiger who came to Tea, Judith Kerr</p> <p>Lulu Gets a Cat, Anna McQuinn</p> <p>My Pet Goldfish, Catherine Rayner</p>	<p>Blow a Kiss, Catch a kiss, Joseph Coellho (poetry unit)</p> <p>Zog, Julia Donaldson</p> <p>Dragon Post, Emma Yarlett</p> <p>George and the Dragon</p> <p>The Three Billy Goat's Gruff</p> <p>The Three Little Pigs</p> <p>Princesses Break Free</p>

						Billy and the Dragon, Nadia Shireen
Year 1	The Snail and the Whale- Julia Donaldson Meesha makes new friends RWI	The Dark - Lemony Snicket I want my hat back Jon Klassen (done in Spring 1) RWI	The Secret Sky Garden - Linda Sarah Lila and the Secret of Rain RWI	Katie in London The Bog Baby - Jeanne Wiliis RWI	Rapunzel - Bethan Woollvin Rapunzel (I can read by Igloo Books) Little Red Riding Hood -Usborne Mike Gordon Little Red - David Roberts RWI	Beegu Alexis Deacon Look up! - Nathan Byron RWI
Year 1 - Grammar and Punctuation	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes]</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>How words can combine to make sentences Joining words and joining clauses using ‘and’</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>					
Key Vocabulary	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					

	<p>The Wolf, the Duck and the Mouse by Jon Klassen</p> <p>Vlad and The Florence Nightingale Adventure by Kate Cunningham</p> <p>The Secret of Black Rock by Joe Todd Stanton</p> <p>The Puffin Book of Fantastic First Poems edited by June Crebbin</p> <p>Leaf by Sandra Dieckman</p> <p>One Day on Our Blue Planet: In the Savannah by Ella Bailey</p> <p>Anna Hibiscus (Stories from Africa, chapter book)</p> <p>Zeraffa Giraffa by Dianne Hoffmeyer</p> <p>The Bee who Spoke by Al McCuish</p> <p>The Sound Collector - Roger McGough</p>					
Year 2	<p>The Storm Whale by Benji Davies</p> <p>Boundless Sky by Amanda Addision</p>	<p>The Wolf, the Duck and the Mouse by Jon Klassen</p> <p>The Fox and The Star by Celine Bickford-Smith</p>	<p>The Secret of Black Rock by Joe Todd Stanton</p>	<p>Leaf by Sandra Dieckman</p> <p>One Day on Our Blue Planet: In the Savannah by Ella Bailey</p>	<p>Zeraffa Giraffa by Dianne Hoffmeyer</p>	<p>A Dinosaur at the Bus Stop by Kate Wakeling</p>
Grammar and Punctuation	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives into adverbs</p>					

	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Understanding and writing sentences with different functions: statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>					
Key Vocabulary	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma					
Year 3	Stone Age Boy - Sitoshi Kitamura	Gorilla - Anthony Browne	The Tin Forest - Helen Ward	The Iron Man - Ted Hughes	The Lost Happy Endings by Carol Ann Duffy	My Heart is a Poem by various authors
	How to Wash a Woolly Mammoth - Michelle Robinson	Oliver and the Seawigs - Philip Reeve				The Promise by Nicola Davies
Grammar and Punctuation	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel Word families based on common words and showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation</p>					

	Use of the present perfect form of verbs instead of the simple past Introduction to inverted commas to punctuate direct speech				
Key Vocabulary	preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') The Great Kapok Tree Beowulf - Rob Lloyd Jones Beowulf - Michael Morpurgo Arthur and the Golden Rope - Joe Todd Stanton				
Year 4	How to Be a Lion - Ed Vere	The Great Kapok Tree	The Rhythm of the Rain (Wild as the Wind, The Ever- Changing Earth)	Varjak Paw - S.F. Said	Arthur and the Golden Rope - Joe Todd Stanton Poetry Balam & Luvia's House - Julio Serrano, Echeverria, translated by Lawrence Schimel & illustrated by Yolanda Mosquera
Grammar and Punctuation	The grammatical difference between plural and possessive –s Standard English forms for verb inflections [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the				

	<p>strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials</p>					
Key Vocabulary	determiner, pronoun, possessive pronoun, adverbial					
Year 5	<p>Curiosity: The Story of a Mars Rover - Markus Motum</p> <p>Myth - Creation of Benin</p>	<p>Non fiction information texts - persuasive text, newspaper article, setting description</p>	<p>Ogden Nash- Adventures of Isabel</p> <p>Non-fiction text - brochure</p> <p>The Princess' Blankets - Carol Ann Duffy</p>	<p>Persephone: A Greek myth - Karen Mockler</p>	<p>Non-fiction text - Ancient Greece</p>	<p>Percy Jackson and the Lightning Thief</p>
Grammar and Punctuation	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>					

	<p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>				
Key Vocabulary	modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity				
Year 6	Holes- Louis Sachar	<p>War Horse - Michael Morpurgo</p> <p>Haikus</p> <p>Unicorn model text - Pie Corbett</p>	<p>The Highwayman - Alfred Noyes</p> <p>Wicked Writers Competition: Be the Change (Environmental Focus)</p>	<p>The Highwayman - Alfred Noyes</p> <p>Until I met Dudley - Roger McGough and Chris Riddell</p>	<p>Clockwork - Philip Pullman</p> <p>The Final Year - Matt Goodfellow</p>
Grammar and Punctuation	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for</p>				

	<p>example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>Use of hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Key Vocabulary	subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points