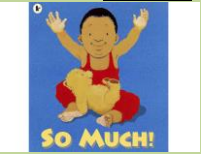



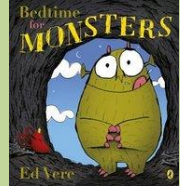
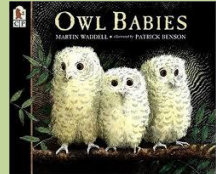
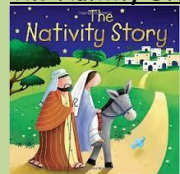

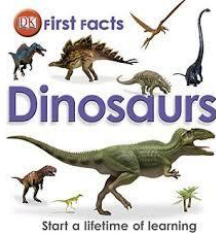
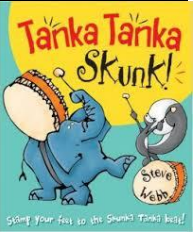
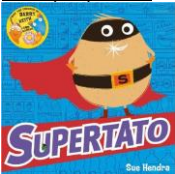
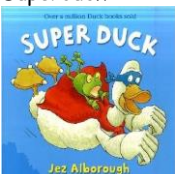
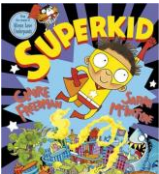
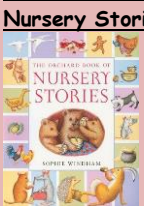
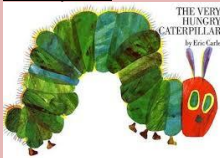
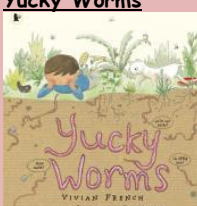



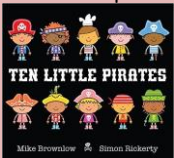



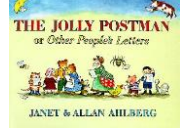










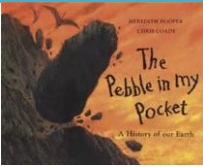

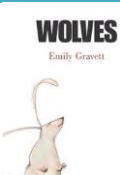
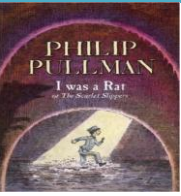


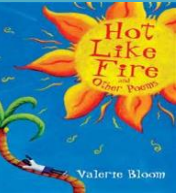
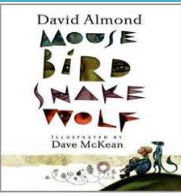



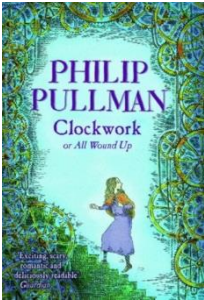
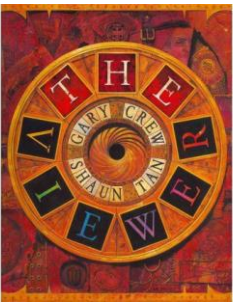
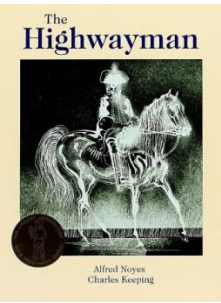
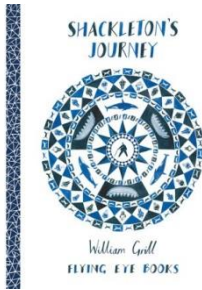
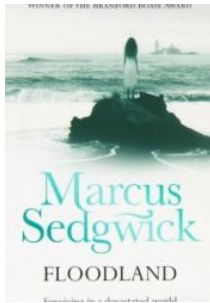
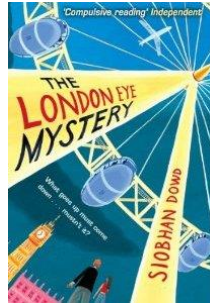




MEREWORTH COMMUNITY PRIMARY SCHOOL
Overview of English 2016/17

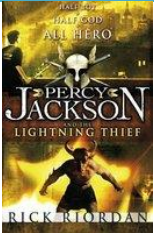
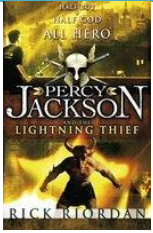
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Main Theme or Question	All about me!	Autumn, Night time & Christmas	Wild world	Superheroes	Once upon a time & Growing	Pirates
EYFS	<p>So Much</p>  <p>The Bog Baby</p>  <p>My First Mother Goose</p> 	<p>Non-fiction book on Autumn</p>  <p>Bedtime for Monsters</p>  <p>Owl Babies</p>  <p>The Nativity Story</p> 	<p>We're Going on a Bear Hunt</p>  <p>First Facts about Dinosaurs</p>  <p>Tanka Tanka Skunk!</p> 	<p>Superpotato</p>  <p>Superduck</p>  <p>Superkid</p> 	<p>The Orchard Book of Nursery Stories</p>  <p>The Very Hungry Caterpillar</p>  <p>Yucky Worms</p>  <p>The Growing Story</p> 	<p>Surprising Sharks</p>  <p>Pirates Love underpants</p>  <p>Ten Little pirates</p>  <p>Teatime for Pirates</p> 
	<p>Baseline and settling in. Shows an interest in illustrations, print in books and print around them. Looks at books independently. Handles books carefully. Knows information can be</p>	<p>Phase 2 phonics. Recognises rhyme in spoken words. Joins in and listens to stories and poems, one to one and in small groups. Beginning to be aware of how stories are structured. Hears and says the initial sound in words. Links sounds to letter, naming</p>	<p>Begins to read words and simple sentences. Writes down name and other things such as labels, captions. Children start to use their phonics knowledge to write words in ways which match their spoken sound. S suggests how stories might end. Listens to stories with increasing recall. Knows that print carries meaning, is read</p>	<p>Phase 2/3 phonics Describes main story setting, events and principal characters. Uses vocabulary and forms of speech that are increasingly influenced but their experiences of books.. Enjoys an increasing range of books. Knows that information can be retrieved from books. Children read an</p>	<p>Children write some irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children demonstrate understanding when talking with others about</p>	<p>Children write some irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children demonstrate understanding when talking with others about</p>

	relayed in the form of print. Holds books the correct way and turns pages. Enjoys rhyming activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Phase 2 phonics. Gives meaning to marks they makes as they draw, write and paint.	and sounding the letters of the alphabet. Begins to read words and simple sentences. Begins to break the flow of speech into words. Can segment the sounds in simple words and blend them together	from left to right, top to bottom. Attempt to write short sentences in meaningful contexts.	understand simple sentences. Use their phonic knowledge to decode regular words and read them aloud accurately. They also red some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds.	what they say and read.	what they say and read.
Main Theme or Question	Lift Wanted Around the World	I Need a Hero!	Who Lives in a House Like this?	The Gardener's World	It's an Adventure	Once Upon a Time...
Year 1	<p><u>The Snail and the Whale</u></p>  <p>Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; In narrative create settings, characters and plot; Write for different purposes including about fictional personal experiences and fictional narratives; Reread writing to check it makes sense and make simple revisions. Exploring rhyming words.</p>	<p><u>Traction Man</u></p>  <p>Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; In narrative create settings, characters and plot; Write for different purposes including about fictional personal experiences and fictional narratives; Re-read writing to check it makes sense and make simple revisions.</p>	<p><u>The Jolly Postman</u></p>  <p>To explore familiar and unfamiliar rhymes and stories To provide an opportunity to perform rhymes and poems To engage children with the themes and issues, using role-play and drama to support them making connections with their own lives. To develop creative responses to the text To write in role To write and publish their own book. Traditional tales and stories.</p>	<p><u>Lila and the Secret of Rain</u></p>  <p>Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including fictional narratives and information Reread writing to check it makes sense and make simple revisions Discuss and evaluate what they have written with the teacher or other pupils Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p><u>Zeraffa Giraffa</u></p>  <p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; Use past and present</p>	<p><u>The Lonely Beast</u></p>  <p>'Tell Me' responses Role on the Wall Character descriptions of The Beast and a friend for The Beast An underwater creature poem Interview questions Script for news report including interview Front page newspaper article Persuasive letter to the city Mayor The story of a Beast's journey Writing in role (diary entries, postcards, letters and invitations) Caption for Tourist Information Poster Party preparations (lists, invitations, banners, etc)</p>

					tense correctly and consistently; Use simple conjunctions to link subordinate and co-ordinating clauses.	
Main Theme	SPACE	FESTIVALS AND CELEBRATIONS	ISLANDS	ISLANDS	FIRE	FIRE
Year 2	<u>Beegu and Man on the Moon</u>  <p>Narrative - character, settings, structure and dialogue Role on the wall Stories with familiar settings Vocabulary to describe emotions (PSHE) Introducing adverbs and possessive apostrophe.</p>	<u>The Owl who was Afraid of the Dark</u>  <p>Fact or fiction Writing a new chapter Using a string of capital letters for effect. Non-fiction texts - Guy Fawkes Firework safety Diwali and Hanukkah The Nativity story</p>	<u>An Island Grows</u>  <p>Explanations - using conjunctions. Poetry - rhyme Describing settings Vivid verbs Similes</p> <p><u>The Iron Man</u> Glossary of materials Linking sentences Possessive apostrophe News report</p>	<u>Nim's Island</u>  <p>Narrative - character, settings Instructions and recipes Imperative verbs Message in a bottle Classic tales - Robinson Crusoe and Treasure Island</p>	<u>Tell Me a Dragon</u>  <p>Traditional/Mythical texts Writing poetry Adjectives and adverbs - expanding noun phrases Narrative in Art - George and the Dragon by Paolo Uccello</p>	<u>The Great Fire of London</u>  <p>Non-chronological reports Features of information texts Drama</p>
	Main Theme or Question	Ancient Egypt Where in the world and Ancient life?	Ancient Egypt What were the Kingdoms and Worship?	Stone Age to the Iron Age	Stone Age to the Iron Age	Where is Kent and what counties surround it?
	<u>The Dark</u> <u>The Green Ship</u>	<u>The Egyptian Cinderella</u> <u>The Green Ship</u>	<u>Hot Like Fire and Other Poems</u> <u>Ug: The Boy Genius</u>	<u>Stone Age Boy</u>	<u>Pebble in my pocket</u> <u>Krindlekrax</u>	<u>Krindlekrax</u> <u>Wolves</u>

<p>Year 3</p>	 		 		 	
<p>Main Theme or Question</p>	<p>Romans</p>	<p>Romans</p>	<p>Romans</p>	<p>Anglos Saxons</p>	<p>Anglo Saxons</p>	<p>Anglo Saxons</p>
<p>Year 4</p>	 <p>Key text 'I was a rat' Power of reading Writing in role Diary writing Letter writing Newspaper writing Persuasive writing</p>	 <p>Key Text 'Into the Forest' Power of reading List poetry Writing in role (email) Rewriting the narrative as a play script Recount</p>	 <p>Key Text 'Noah Barleywater Runs Away' Power of reading Speech Letter Poetry News report Treaty Information booklet</p>	 <p>Key Text 'Hot like Fire' Power of reading Poems inspired by the collection Descriptive paragraphs Constructing debating arguments Note taking</p>	 <p>Key Text 'Mouse Bird Snake Wolf' Power of reading Line Poetry and Kennings Creating a descriptive piece about characters and events Persuasive poster Writing in role as a character Play script of a new scene</p>	 <p>Key Text 'Charlotte's Web' Power of reading Reading aloud Rereading Shared reading Shared writing Book making</p>

	Clockwork	The Viewer	The Highwayman	Shackleton's Journey	Floodland	The London Eye Mystery
Year 5	 <ul style="list-style-type: none"> -Developing vocabulary -Drama, role-play & story-telling -Letter writing -Character analysis -Describing settings -Comparing versions of events and making links -Making predictions -Debate -Writing in role to retell a series of events 	 <ul style="list-style-type: none"> -Explore, interpret and respond to illustrations in a book -Writing in role -Letter writing -Poetry -Narrative writing -Information text writing -Note writing -Newspaper report -Personal research -Autobiography -Argument 	 <ul style="list-style-type: none"> -Using dramatic language for effect -Compare themes in poetry and prose -Considering events and characters' actions -Working collaboratively -Drama and role-play -Performance poetry -Writing from different viewpoints -Collating and presenting information gathered 	 <ul style="list-style-type: none"> -Explore dilemmas and empathise with characters -Identify themes and conventions in a range of writing -Authors' use of language, including figurative language -Retrieve, record and present information from non-fiction -Selecting the appropriate form for audience and purpose of writing 	 <ul style="list-style-type: none"> -In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action -Use a range of devices to build cohesion within and across paragraphs -Prepare play scripts to read aloud -Consider and evaluate different viewpoints, attending to the contributions of others 	 <ul style="list-style-type: none"> -Engaging with a text; responding, predicting, making suggestions & solving the mystery -Talk for writing & writing conversations -Persuasive writing -Recounts (diary entries) -Character study -Poetry -Choosing writing form to suit the audience
Main Theme or Question	Changes to Britain in the last 100 years	Changes to Britain in the last 100 years	Wonderful World	Wonderful World	Ancient Greeks	Ancient Greeks
Year 6	<p><u>Goodnight Mr Tom</u></p>  <p>Writing associated with</p>	<p><u>Goodnight Mr Tom</u></p>  <p>Writing associated with topic</p>	<p><u>Holes</u></p> 	<p><u>The Indian in the cupboard</u></p> 	<p><u>Percy Jackson - Lightning Thief</u></p>	<p><u>Percy Jackson - Lightning Thief</u></p>

	<p>topic study Letter or postcard, news report, Story</p>	<p>study Biography Poetry</p>	<p>Writing associated with topic study</p> <p>Quest story Non fiction explanations Playscript</p>	<p>Writing associated with topic study</p> <p>Recount Formal writing Brochure</p>	 <p>Writing associated with topic study Myths and legends</p>	 <p>'Writing associated with topic study Playscript</p>
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