

English Coverage 2023/24

Year Group	Term	Topic (geography, history & science)	Genre	Text Types/Name of text/number of weeks	Coverage	Ongoing coverage
FS	Autumn	<ul style="list-style-type: none"> - Ready for anything - Body Parts/Keeping healthy - What happens when the sun sets? - Space - Light - Nocturnal animals 	Fiction	Not a box, The Dot, Some Dogs Do The Brilliant Beast Whatever Next Peace at Last Christmas story Goldilocks and the 3 bears	Writing speech bubbles Writing captions Sequencing stories Assign meaning to marks made. Read writing to an adult.	Browsing boxes of favourite authors: Peter H. Reynold stories Julia Donaldson stories Oliver Jeffers stories Jill Murphy Stories Drawing Club table with activities linked to traditional tales, animations and stories.
			Non-fiction	My History My Body Day and Night animals Light and Dark Diwali	Learning facts Using ebooks and internet for research Writing lists Writing labels	
			Poetry	Bonfire Night Poetry Diwali Poetry How the grinch stole Christmas	Hearing rhymes Matching initial phonemes to spoken sounds	
	Spring	<ul style="list-style-type: none"> - Who lives in castles? - What happens on a farm? - Materials & properties - Living things and growth (farm animals, life cycles) 	Fiction	Robin Hood George and The Dragon Rapunzel The Princess and The Pea Farmer Duck What The Ladybird Heard Oliver's Fruit Salad, Oliver's Vegetables Oliver's Milkshake	Writing sentences Writing story openers Sequencing traditional tales Writing speech bubbles Taught to write with spaces, full stops, capital letters. -Composing a sentence orally before writing it -Story mapping using pictures/drawings	Adding books to provision boxes linked to traditional tales and characters from other farm themed stories Drawing Club table with activities linked to traditional tales, animations and stories.
			Non-fiction	My Bean Diary Seasons on a Farm Animals on a Farm	Write fact and information	

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				Farm Machines In The Castle Castles		
			Poetry			
	Summer	<ul style="list-style-type: none"> - What's a forest for? - Where does our river go? - Living things and growth (forest & arctic creatures) - Materials (floating & sinking) - Living things and growth (sea creatures) 	Fiction	Here we are Greta and the giants Stuck LRRH Gruffalo Where the Wild things are Snail and the Whale	Write imaginative stories about the forest and the beach Taught to write with spaces, full stops, capital letters.	Add new books to Oliver Jeffers and Julia Donaldson books Drawing Club table with activities linked to traditional tales, animations and stories.
			Non-fiction	Seasons Rainforest Big Book Trees Big Book Dear Green Peace	Write fact and information -Composing a sentence orally before writing it -Story mapping using pictures/drawings	
			Poetry	Rhyming pairs in The Gruffalo Poems on a theme Season poems Using the senses	Hearing rhymes Matching initial phonemes to spoken sounds	
1/2	Autumn	Autumn 1 - What is interesting about Burton Joyce? Railways and rivers. Materials Autumn 2 – What were the caves of Nottingham used for? Materials	Fiction	Autumn 1- The tiger Who Came For Tea (2 weeks) The river – Tom Percival (1 week)	Autumn 1- -Capital letters/lower -case letters -Form letters correctly Full stops -structuring simple sentences. -Capital letter for proper nouns and pronouns -Adjectives -expanded noun phrases -Conjunction- and	-Saying out loud what they are going to write about -Composing a sentence orally before writing it -Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop,

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				<p>Autumn 2- Goldilocks and the three bears – link to trip (2 weeks)</p> <p>Cave Baby/Magic paintbrush (2 weeks)</p>	<p>Autumn 2- Re-telling the main events of the story. Writing in the Past tense together using and Sequencing sentences to create an ending. Comparison of texts by the same author.</p>	<p>Draft writing – including new vocabulary - Self assessment (purple pen)</p>
		Non-fiction	<p>Autumn 1- Lower case & upper case letter matching. (1 week) River info leaflet(1 week)</p> <p>Autumn 2- Recount of Trip (1 week) (Goldilocks)</p>	<p>Autumn 1- features Nouns Capital letters Full stops Question marks</p> <p>Autumn 2- past tense Sentence structure -use time words to aid sequencing- first, next, finally</p>		
		Poetry	<p>Autumn 2- Christmas acrostic (1 week)</p>	<p>Creating and presenting</p>		
	Spring	<p>Spring 1 – Where would you prefer to live – England or Kenya? Living things and their Habitats</p> <p>Spring 2 – Who were the significant world explorers? Living things and their habitats</p>	Fiction	<p>Spring 1- Handa's Surprise (2 weeks)</p> <p>Spring 2- Lost and Found (2 weeks)</p>	<p>Spring 1- Adjectives Question marks Story writing Expanded noun phrases</p> <p>Spring 2- commas in a list Sentence structures</p>	<p>-Saying out loud what they are going to write about -Composing a sentence orally before writing it -Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, - nouns/proper nouns - Draft writing – including new vocabulary - expanded noun phrases</p>
		Non-fiction	<p>Spring 1- Meercat Mail Post card writing (2 weeks)</p>	<p>Spring 1- Post card writing features Coordinating conjunctions (using or, and, or but)</p> <p>Spring 2</p>		

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				<p>Spring 2- Amelia Earhart This is our world – biography (2 weeks)</p>	<p>Past tense Apostrophes for contracted forms (e.g. don't, can't, there's) Subordinating conjunctions (using when, if, that, or because)</p>	
			Poetry	<p>Spring 1 –song of the animal world - learning and performing (1 week) Spring 2- Spring poems – (Easter) Acrostic (1 week)</p>	<p>Spring 1- performing Spring 2- creating and presenting</p>	
	Summer	<p>Summer 1 – Would it ever snow in Australia? Plants Summer 2 – How and why has transport changed over time? Animals including humans</p>	Fiction	<p>Summer 1- Ghost Orchid (2 weeks) Summer 2- Clean Up (2 weeks)</p>	<p>Summer 1- Setting description- expanded noun phrases Variation of sentence openings singular possessive (e.g. the girl's name) Summer 2- Sentences with different forms – statements/commands questions, exclamations and commands</p>	<p>-Saying out loud what they are going to write about -Composing a sentence orally before writing it -Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, - nouns/proper nouns - Draft writing – including new vocabulary - expanded noun phrases</p>
			Non-fiction	<p>Summer 1- Non – chronological report Australia (3 weeks) Summer 2-</p>	<p>Summer 1- Present tense Features and layout Subordinating conjunctions (using when, if, that, or because) Summer 2- Features of news report</p>	

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				The Egg – News reports (2 weeks)	Tenses Prefixes Suffixes	
			Poetry	Summer 2- Poems using the senses	Summer 2- Rhyming	
3/4	Autumn	Autumn 1-What makes a mountain? Autumn 2-Who were the Ancient Maya and how did their civilisation change over time?	Fiction	Autumn 1- Elf Road (portal story) <i>Setting</i> description 3 weeks. Autumn 2- Mayan folktale <i>Character</i> description 3 weeks	Autumn 1- -In narratives, create setting. -Effective language used to help reader picture a setting. -Expanded noun phrases -Paragraphs around a theme -Commas used in lists. -Prepositions for place -Fronted adverbials Autumn 2- -In narratives, create characters. -Effective vocabulary used to bring characters to life. -Uses adjectives in expanded noun phrases. -Beginning to use a range of nouns and pronouns to avoid repetition.	<ul style="list-style-type: none"> - Consistently uses capital letters accurately. - Use of full stops is mostly accurate within extended pieces. - Plans/models used to start to organise paragraphs around theme (change in setting, time, character) - Uses familiar structure to create a story plot - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas -Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures - In narratives create setting, characters, and plot- -With prompting, proof-reads own work to check spelling/punctuation. - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling
			Non-fiction	Autumn 1- Non chronological report -Black History Month- 2 weeks	Autumn 1- -Writing about real events. -In non-narrative use simple organisational devices such as headings and subheadings -Past and present tenses used correctly and consistently -3 rd person used consistently -Uses a range of subordinating conjunctions	

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				<p>Autumn 2- Newspaper writing- Maya civilisation decline (2 weeks)</p>	<p>Autumn 2- -Use adverbs to express time (later, first, then, as soon as, as long as) -Past tense used correctly and consistently. -3rd person used consistently. -Inverted commas for direct speech.</p>	tone and volume so the meaning is clear
		Poetry	<p>Autumn 1-Harvest poetry 1-week poetic features</p> <p>Autumn 2-Winter poems- Haiku 2 week</p>	<p>Autumn 1- -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Autumn 2- -Writing poetry. -Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures.</p>		
Spring	<p>Spring 1- What is it like to live by a river? (Trent)</p> <p>Spring 2- How did Ancient Greek life impact upon us today?</p>	Fiction	<p>Spring 2- Greek Myths- playscripts (3 weeks) Theseus and the Minotaur.</p>	<p>Spring 2- -Experiences and those of others (real and fictional). - Deliberate language choices, including use of imagery, used to create clear and vivid settings. -Prepositions of place (on, in, behind, on top of, outside, inside). <u>-adverbs of place</u> (above, below, inside, everywhere)</p>	<p>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures.</p> <p>- Starting to independently proof-read own work to check for errors</p>	
		Non-fiction	<p>Spring 1-How does electricity travel in</p>	<p>Spring 1- -Writing about real events.</p>		

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				<p>a circuit? Explanation- water cycle 3 weeks</p> <p>Spring 2- Instructions How to slay a minotaur (2 weeks)</p>	<p>-In non-narrative use simple organisational devices such as headings and subheadings. -Accurately uses a range of subordinating conjunctions. when, before, after, while, so, because -Present tense used correctly and consistently. -Mostly accurate and appropriate use of question marks. - Apostrophes used for singular possession and contraction. -Apostrophes used accurately for contraction, singular possession and starting to for plural possession.</p> <p>Spring 2- - experiences and those of others (real and fictional). -Express cause-conjunctions (so, so that, because, since, on condition that). Vocabulary choices - Commas used in lists. - Mostly accurate and appropriate use of question marks and exclamation marks</p>	<p>-Proposes change to own and others' work to develop grammar/vocabulary. -Sentences are cohesive and make sense</p>
			Poetry	Spring 1- The river by Valerie Bloom (Quatrain)	Spring 1- -Writing poetry.	

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				River by June Crebbin (Kenning)- (2 weeks)	Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures. -Writing for different purposes.	
Summer	<p>Summer 1- Do we like to be beside the seaside?</p> <p>Summer 2- What did the Romans do for us?</p>	Fiction	<p>Summer 1- Flotsam (3 weeks) plot</p> <p>Summer 2- invasions video clip- write an ending (2 weeks)</p>	<p>Summer 1-</p> <ul style="list-style-type: none"> -Inverted commas for direct speech. -in narratives create setting, characters and plot. - Deliberate vocabulary choices and description of actions to bring characters to life. -extend the range of sentences with more than one clause using a wider range of conjunctions. (when, if, because, although) -Mostly accurate and appropriate use of exclamation marks. -Present perfect form of verbs in contrast to the past tense (e.g., he has gone out to play/he went out to play). <p>Summer 2-</p> <ul style="list-style-type: none"> -In narratives, create setting. -Effective language used to help reader picture a setting. -Expanded noun phrases - Deliberate language choices, including use of 	<p>Summer 1-</p> <ul style="list-style-type: none"> -Inverted commas for direct speech. -in narratives create setting, characters and plot. - Deliberate vocabulary choices and description of actions to bring characters to life. -extend the range of sentences with more than one clause using a wider range of conjunctions. (when, if, because, although) -Mostly accurate and appropriate use of exclamation marks. -Present perfect form of verbs in contrast to the past tense (e.g., he has gone out to play/he went out to play). <p>Summer 2-</p> <ul style="list-style-type: none"> -In narratives, create setting, characters, and plot- 	<ul style="list-style-type: none"> - Consistently uses capital letters accurately. - Use of full stops is mostly accurate within extended pieces. - Plans/models used to start to organise paragraphs around theme - Uses familiar structure to create a story plot - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas -Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures - In narratives create setting, characters, and plot- -With prompting, proof-reads own work to check spelling/punctuation. - Read aloud their own writing, to a group or the whole class, using

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					imagery, used to create clear and vivid settings. -Direct speech using inverted commas	appropriate intonation and controlling tone and volume so the meaning is clear
			Non-fiction	<p>Summer 1- Where to go on holiday? Persuasive texts (2 weeks)</p> <p>Summer 2- Recount-Diary Roman life (2 weeks)</p>	<p>Summer 1- -In non-narrative use simple organisational. - Accurate use of questions marks. -Adverbs (in order to, as a result of). -3rd person used consistently.</p> <p>Summer 2- -1st person -adverbs of time and place -Fronted adverbials</p>	
			Poetry	Summer 1- summer poems- Calligram (1 week)	<p>Summer 1- -Writing poetry. Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures. -Writing for different purposes.</p>	
Year Group Term		Topic (geography, history & science)	Genre	Text Types/Name of text/number of weeks	Coverage	Ongoing coverage
5/6	Autumn	Autumn 1- What will happen when all the natural resources run out?	Fiction	Autumn 1- Goodnight Mr Tom	Autumn 1- Writing narratives about personal experiences and	- Writing for different purposes - Planning writing

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		<p>Light</p> <p>Autumn 2- Was WW2 worth the sacrifice?</p> <p>Electricity</p>		<p>by Michelle Magorian, The day war came by Nicola Davies</p> <p>Autumn 2- Gas Mask – Pie Corbett Show don't tell' Narrative</p>	<p>those of others (real and fictional) Expanded noun phrases Character and setting descriptions Writing about real events Autumn 2- Writing narratives about personal experiences and those of others (real and fictional) Vary the position of conjunctions in a sentence. Punctuation</p>	<ul style="list-style-type: none"> - Drafting writing - Links to topics and school trips - Writing is independently organised into paragraphs - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
			Non-fiction	<p>Autumn 1- Recount (holiday news 1 week)</p> <p>Autumn 2- Start of War Newspaper report</p>	<p>Autumn 1- Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Autumn 2- Newspaper report features Fronted adverbials to join paragraphs. Formal language Quotations using direct and indirect speech Using organisational features</p>	<ul style="list-style-type: none"> -Select grammatical structures for effect - Using organisational features - Correct tenses -Subject verb agreement -Proof read spelling and punctuation Use of simple complex and compound sentences -Consistent use of capital letters, full stops, exclamation, question marks
			Poetry	<p>Autumn 1- Fingerprint poems (1 week) Visual</p>	<p>Autumn 1- Writing poetry</p>	<ul style="list-style-type: none"> -Hyphenation -Apostrophes -Grammatical terminology
	Spring	<p>Spring 1- Where does our food come from?</p> <p>Spring 2- How did the industrial revolution impact Britain?</p>	Fiction	<p>Spring 1- Kensuke's Kingdom</p> <p>Spring 2- Piano and the bear - Monologue</p>	<p>Spring 1- Dialogue advance the action Passive voice Spring 2 -Perfect tense -Uses brackets, dashes or commas for parenthesis. Uses a range of cohesive devices, including various</p>	

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				adverbials, within paragraphs [for example, then, after that, this, firstly]		
			Non-fiction	<p>Spring 1- Anne Frank by Josephine Poole – Biography</p> <p>Spring 2- Until I met Dudley-Explanation</p>	<p>Spring 1- Precising/ Cohesion across paragraphs Colons to start a list Semi-colons Passive voice Third person</p> <p>Spring 2- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] using modal verbs or adverbs to indicate degrees of possibility – adverbs - perhaps and surely</p>	
			Poetry	Spring 1- Renga Poems - Poetry Prompts	Spring 1- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
	Summer	<p>Summer 1- Why do people live near volcanoes / earthquakes?</p> <p>Summer 2- What did the Victorians do for us?</p>	Fiction	Summer 1- Street Child by Berlie Doherty (2 weeks)	<p>Summer 1- Diary writing Beginning to select vocabulary and grammatical structures for effect - Maintains tense consistently and move between past, present and future</p>	

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				<p>Summer 2- Dreamgiver clip – Literacy Shed playscript (3 weeks)</p>	<p>Pronouns to avoid repetition. Summer 2- Building atmosphere/tension Edit and improve playscript then perform</p>	
			Non-fiction	<p>Summer 1- Why do people live near volcanoes? Balanced Argument (3 weeks)</p> <p>Summer 2- Dragon's Den Persuasive text (3 weeks)</p>	<p>Summer 1- Modal verbs might, should, will and must Balanced argument/discussion text Debate Spoken language Summer 2- Persuasive devices Conjunctions Rhetorical questions -using modal verbs or adverbs to indicate degrees of possibility – adverbs - perhaps and surely</p>	
			Poetry	<p>Summer 2- Leavers Poems</p>	<p>Summer 2- Performing - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>	