English

"No matter what people tell you, words and ideas can change the world." – Robin Williams

In every year group, children are taught to speak, listen and understand and to read and write. In Year R and Year 1, Extend Letters and Sounds – a complete curriculum for phonics, early reading and writing is used and focuses significantly but not exclusively on developing automaticity in word reading and transcriptional skills. The content of the programme is summarised below for reference. From Year 2 onwards, the focus becomes more about the sophistication of pupils' comprehension and composition and their use of spoken language whilst they continue to embed the skills of decoding and transcription. The overview provides a summary of significant texts that are studied, the range of genre studied both for reading and writing and a summary of the other opportunities for pupils to apply their writing skills within the English curriculum. The overview also provides a summary of the texts used during Rhyme Time and Poetry Plus which are short sessions for pupils to read and engage with poetry and rhymes.

Extend Early Curriculums

EYFS

Term 1

Phonics: See Extend Letters and Sounds Programme Progression

Reading

Stories, non-fiction, rhymes and poems are selected for reading to children which broaden and deepen their vocabulary and which have sufficient aesthetic form to encourage broader and deeper interpretations that demand greater imaginative effort.

The aim is that all children listen to and have opportunity to talk about five stories, non-fiction, rhymes or poems daily in small groups or as a whole class

Adults model reading focusing on:

- Concepts of print: how a text conveys a message; how a book works; the idea of directionality (that English books are read from left to right, top to bottom); and other mechanical features (spacing, punctuation, the difference between letters, numerals, and other symbols)
- Three ways to enjoy quality children's picture books: tell the pictures; retell the story; read the words

In small groups, children are supported to independently tell the pictures or retell the story in a quality children's literature.

The learning environment is set up to provide the opportunity for children to enjoy quality children's picture books

Writing

Teacher models writing for real purposes.

Children tell their own stories which are scribed by an adult and they act them out.

The learning environment is set up to provide the opportunity for children to mark-make and 'role-play' writing for real purposes.

There is a focus on physical development: upper arm and shoulder strength; independent movement and rotation of lower arms and wrists; core strength and stability

Term 2

Phonics: See Extend Letters and Sounds Programme Progression

Reading

Curriculum provision continues as for term 1.

In addition, children are taught in small groups to decode phrases and sentences closely matched to their level of phonic attainment. Such words and phrases are introduced into the learning environment to support their play.

Writing

Curriculum provision continues as for term 1.

In addition, children are taught in small groups to encode words using magnetic letters which are closely matched to their level of phonic development. A similar activity is introduced into continuous provision. Children are taught the pre-writing strokes and correct posture, pencil grip, paper position and pressure

Term 3

Phonics: See Extend Letters and Sounds Programme Progression

Reading

Curriculum provision continues as for term 2. However, in small group sessions children are taught to independently decode reading scheme books that are closely matched to their phonics attainment (instructional level) and to develop fluency and prosody. Children are encouraged to reread these books to parents, as part of their play and, increasingly, as a teacher directed task.

Writing

Curriculum provision continues as for term 2. However, in small groups, children are taught letter formation. In addition, the teacher models transcribing fully encodable sentences.

Term 4

Phonics: See Extend Letters and Sounds Programme Progression

Reading

Curriculum provision continues as for term 3.

Writing

Curriculum provision continues as for term 3. However, in small group sessions, children are taught to independently encode sentences that are closely matched to their phonics attainment. In addition, children are encouraged to encode such sentences as part of their play and, increasingly, as a teacher directed task. They will also take part in a communal re-telling of a traditional tale, supported by a story-map created by the teacher.

Term 5 and 6

Phonics: See Extend Letters and Sounds Programme Progression

Reading

Curriculum provision continues as for term 4.

Writing

Curriculum provision continues as for term 4. In addition, children take part in communal re-tellings of traditional tales, simple recounts and instructions. These communal re-tellings are supported with story-maps created by the teacher.

	Term 1 and 2	Term 3 and 4	Term 5 and 6
Year 1	**Phonics:** See Extend Letters and Sounds Programme Progression **Reading** Stories, non-fiction, rhymes and poems are selected for reading to pupils which broaden and deepen their vocabulary and which have sufficient aesthetic form to encourage broader and deeper interpretations that demand greater imaginative effort. The aim is that all pupils listen to and have opportunity to talk about five stories, non-fiction, rhymes or poems daily in small groups or as a whole class Adults model reading focusing on: • fluency and prosody • high quality conversation about books Pupils are taught the skills and attributes required to be an independent reader resulting in all pupils sustaining 20 minutes of focused interaction with a book on a daily basis. These interactions may include: • telling the story of the pictures of an unfamiliar picture book • retelling the story of a familiar picture book • reading a reading scheme book that is carefully matched to the pupil's phonic attainment • rereading a reading scheme book that is carefully matched to the pupil's phonics attainment In small group sessions, pupils are taught to independently decode reading scheme books closely matched to their phonic attainment (instructional level). Children are encouraged to reread these books to parents and as a teacher directed task. Pupils read simple captions and sentences that are closely matched to their phonics attainment to support their learning and play. **Writing** Teacher models writing for real purposes and writing sentences that are carefully matched to pupils' phonics attainment Pupils take part in communal re-tellings of traditional tales, simple recounts, instructions or non-chronological reports and, collectively or by themselves, orally innovate to create new versions. These communal re-tellings are supported with story-maps which are increasingly co-created with the children. Pupils tell their own stories which are scribed by an adult and they act them out. Increasingly, they are encouraged to write the stories they tell for themselves. In small group sessions, children are taught to independently encode sentences that are closely matched to their phonics attainment. In addition, children are encouraged to encode such sentences as part of their play and, increasingly, as a teacher directed task	Phonics: See Extend Letters and Sounds Programme Progression **Reading** Curriculum provision continues as for term 2 **Writing** Curriculum provision continues as for term 2	Phonics: See Extend Letters and Sounds Programme Progression **Reading** Curriculum provision continues as for term 4 **Writing** Curriculum provision continues as for term 4

Extend English – Daily English Lessons

Year 2

Term 1

Unit 1
Text: 'Glass Sandal, Golden Slipper' Paul Fleischmann, illustrated by Julie Paschkis Variations of the Cinderella story from around the world
Genre: traditional tale (rags to riches)
Written Outcome: narrative (rags to riches)
Additional Writing Opportunities: diary

Term 2

Unit 2
Text: 'The Magic Box' Kit Wright (performance poetry
'The Paper Bag' Zaro Weil
Genre: traditional tale (rags to riches)
Written Outcome: poetry
Additional Writing Opportunities: poetry (written and performance)

Unit 3
Text: : 'Rosie Revere, Engineer' Andrea Beatty, illustrated by David Roberts Rosie Revere's Big Project Book for Bold Engineers- Andrea Beaty, illustrated by David Roberts
Genre: narrative picture book
Written Outcome: instructions
Additional Writing Opportunities: diary (recount)

Term 3

Unit 4
Text: 'Hummingbird' by Nicola Davies, illustrated by Jane Ray Migration by Mike Unwin
Genre: narrative non-fiction
Written Outcome: non-chronological report
Additional Writing Opportunities: diary, letter, collaborative non-chronological report on hummingbirds

Term 4

Unit 5
Text: 'One World' Michael Foreman 'Clean Up' Nathan Byron, illustrated by Dapo Adeola
Genre: picture books (environmental theme/ quest)
Written Outcome: narrative
Additional Writing Opportunities: letter writing, poetry, diary entry

Term 5

Unit 6
Text: 'How Māui Fished Up the North Island: Tales of Aotearoa' Donovan Bixley
'How Māui Slowed the Sun: Tales of Aotearoa' Donovan Bixley
Genre: myths
Written Outcome: narrative (quest)
Additional Writing Opportunities: letter writing, description of setting

Term 6

Unit 7
Text: 'Taking Flight' by Adam Hancher 'The Story of Flight' by Jakob Whitfield
Genre: narrative biography/ non-fiction
Written Outcome: recount
Additional Writing Opportunities: personal recount, collaborative recount (biography)

Year 3

Term 1

Unit 1
Text: 'The Mousehole Cat' Antonia Barber, illustrated by Nicola Bailey
'The Merrymaid of Zennor' Charles Causley, illustrated by Michael Foreman
Genre: traditional Cornish legends
Written Outcome: narrative (overcoming the monster)
Additional Writing Opportunities: description

Term 2

Unit 2
Text: 'A River' Marc Martin 'The Rhythm of the Rain' Grahame Baker-Smith
'Home Lab' Robert Winston
'Africa, Amazing Africa' Atinuke, illustrated by Mouni Feddag
Genre: picture books (narrative/ narrative explanation)
Written Outcome: narrative that describes the journey of a river, non-fiction writing which compare and contrasts the two books, 'The River' and 'The Rhythm of the Rain
Additional Writing Opportunities: letter writing, diary entry

Term 3

Unit 3
Text: 'Give Yourself a Hug (and other poems)' Grace Nichols Genre: free verse
Written Outcome: performance poetry/poetry
Additional Writing Opportunities: none

Term 4

Unit 4

Text: 'The Wild Robot' Peter Brown
Genre: environmental novel (rags to riches)
Written Outcome: narrative (quest)
Additional Writing Opportunities: diary (recount); descriptive writing; conversation; oral debate

Term 5

Unit 4 continued
Text: 'The Wild Robot' Peter Brown
Genre: environmental novel (rags to riches)
Written Outcome: narrative (quest)
Additional Writing Opportunities: diary (recount); descriptive writing; conversation; oral debate

Term 6

Unit 5
Text: 'The Barefoot Book of Earth Tales', Dawn Casey, illustrated by Anne Wilson
Genre: traditional tales
Written Outcome: instructions; narrative (fable)
Additional Writing Opportunities: instructions, viewpoint writing

Year 4

Term 1

Unit 1
Text: 'Marcy and the Riddle of the Sphinx' Joe Todd Stanton The Histronauts: An Egyptian Adventure – Frances Durkin, illustrated by Grace Cooke.
Genre: graphic novel (voyage and return)
Written Outcome: narrative (voyage and return)
Additional Writing Opportunities: biography (recount); diary (recount); conversation

Term 2

Unit 2
Text: 'Brother Eagle, Sister Sky: A Message from Chief Seattle' Susan Jeffers 'Saving Species' Jess French, illustrated by James Gilleard
Genre: poetry (speech)
Written Outcome: persuasion; performance poetry
Additional Writing Opportunities: research

Term 3

Unit 3
Text: 'Mark of the Cyclops' Saviour Pirotta, illustrated by Freya Hartas 'The Odyssey' David Walser, illustrated by Jan Pienkowski (includes the story of the Cyclops)
Genre: historical mystery novel (quest)
Written Outcome: narrative (quest)
Additional Writing Opportunities: letter writing (recount), diary entry (recount), persuasion, play script scene

Term 4

Unit 4
Non-fiction quality literature (short unit) t.b.c.

Term 5 and Term 6

Unit 5
Text: 'Song of the Dolphin Boy' Elizabeth Laird Legends about selkies
Genre: novel (rags to riches)
Written Outcome: narrative (overcoming the monster)
Additional Writing Opportunities: diary, non-chronological report, additional scene

Year 5	**Term 1** **Unit 1** **Text:** 'Armstrong' Torben Kuhlmann **Genre:** longer narrative picture book (rags to riches) **Written Outcome:** memoir (recount) **Additional Writing Opportunities:** summary; presentation; diary (recount); letter; oral debate (focus on the outcome of oracy) **Term 2** **Unit 2** **Text:** 'Escape from Pompeii' Christina Balit (coming with knowledge from OW) **Genre:** picture book (historical/ overcoming the monster) **Written Outcome:** journalistic writing – bring up to date, write as a Web report (formal tone, quotes, ensure the tone is correct) **Additional Writing Opportunities:** letter (recount)	**Term 3** **Unit 3** **Text:** 'Beowulf' Kevin Crossley Holland (retelling) illustrated by Charles Keeping **Genre:** Legend (overcoming the monster) **Written Outcome:** narrative (overcoming the monster) **Additional Writing Opportunities:** Kennings, diary (recount), description **Term 4** **Unit 4** **Text:** 'Everest' Alexandra Stewart, illustrated by Joe Todd Stanton **Genre:** non-fiction (biography) **Written Outcome:** persuasion (link this in more – persuading someone to become a Sherpa or writing to Edmund Hillary's children to become a mountaineer) **Additional Writing Opportunities:** oral presentation, diary (recount	**Term 5 and Term 6** **Unit 5** **Text:** 'The Lady of Shallot' Alfred, Lord Tennyson, illustrated by Geneviève Côté Arthurian legends **Genre:** narrative poetry (rebirth) **Written Outcome:** performance poetry, narrative (alternative outcome- rebirth) **Additional Writing Opportunities:** character description, back story, setting description
Year 6	**Term 1** **Unit 1** **Text:** 'Shackleton's Journey' William Grill **Genre:** non-fiction picture book (recount) **Written Outcome:** narrative based on Elephant Island journey **Additional Writing Opportunities:** biography (recount), formal letter writing. Informal letter writing, dialogue, precis, haiku, diary (recount), letter **Term 2** **Unit 2** **Text:** 'Wolf Brother' Michelle Paver **Genre:** historical novel (quest) **Written Outcome:** narrative (quest) **Additional Writing Opportunities:** description; non-chronological report; diary (recount); writing in role; writing in role; precis; poetry (free verse); oral debate	**Term 3** **Unit 3** **Text:** 'Wolf Brother' Michelle Paver **Genre:** historical novel (quest) **Written Outcome:** narrative (quest) **Additional Writing Opportunities:** description; non-chronological report; diary (recount); writing in role; writing in role; precis; poetry (free verse); oral debate **Term 4** **Unit 4** **Text:** 'The Highwayman' Alfred Noyes and Charles Keeping **Genre:** narrative poetry (tragedy) **Written Outcome:** narrative (tragedy)/ performance poetry **Additional Writing Opportunities:** description, character profile	**Term 5** **Unit 5** **Text:** various **Genre:** picture book **Written outcomes:** various (short writes) **Term 6** **Unit 6** There are no daily English lessons in this term to allow for the completion of all Opening Worlds humanities units. Teachers maintain high expectations for pupils' writing across the broader curriculum ensuring Every Time We Write success criteria are met. Teachers plan short-targeted English skills sessions, as required, to address next steps in reading and writing ahead of secondary transition.

Extend Early Curriculums – Poetry Basket

	Autumn	Spring	Summer
EYFS	1, 2, 3, 4, 5, Once I Caught a Fish Alive Five Fat Sausages Chop, Chop Five Little Speckled Frogs Pointy Hat Pat-a-Cake, Pat-a-Cake A Basket of Apples Humpty Dumpty Hey, Diddle, Diddle Falling Apples	I Hear Thunder Hungry Birdies Mrs Bluebird Sliced Bread Under a stone The Fox I Can Build a Snowman Furry Furry Squirrel	One Two, Buckle my Shoe Two Little Dicky Birds Jack and Jill Hickory Dickory Dock The Grand Old Duke of York Mary Had a Little Lamb London Bridge is Falling Down FIVE Little Men in a Flying Saucer I have a Little Frog If I Were So Very Small
	Ten in the Bed One Smiling Grandma Ten Green Bottles Old MacDonald had a Farm Wise Old Owl The House that Jack Built Incy Wincy Spider Leaves are Falling Five Little Pumpkins Twinkle, Twinkle, Little Star	Ten Little Finger Ten Little Toes Little Boy Blue Pankcakes Little Miss Muffet Sing a Song of Sixpence Old King Cole Ride a Cock-Horse A little Seed Pop Goes the Weasel Spring Wind	Bobby Shafto's Gone to Sea I Can Sing a Rainbow I Know an Old Lady Who Swallowed a Fly The Muffin Man A Sailor Went to Sea, Sea, Sea Wiggly Woo Three Blind Mice One finger, One thumb, Keep Moving Five Little Peas Monkey Babies
Year 1	Chop, Chop – a four line poem (EYFS) Pointy Hat – a four line poem (EYFS) Five Little Pumpkins – an eight line poem (EYFS) Wise Old Owl – a four line poem (EYFS) Falling Apples – a four line poem (EYFS) A Basket of Apples – a six line poem (EYFS) Leaves are Falling – an eight line poem (EYFS) Breezy Weather – a four line poem Who Has Seen the Wind? By Christina Rossetti – an eight line poem Cup of Tea – a six line poem Mice by Rose Fyleman – an eight line poem Shoes – an eight line poem	Popcorn – a six line poem A Little House – an eight line poem Pancakes – a six line poem (EYFS) Let's Put on Our Mittens – a six line poem I Can Build a Snowman – a four line poem (EYFS) Carrot Nose – a four line poem Spring Wind – an eight line poem (EYFS) Furry Furry Squirrel – an eight line poem (EYFS) Hungry Birdies – a four line poem (EYFS) A Little Seed – a six line poem (EYFS) Stepping Stones – a six line poem Mrs Bluebird – a four line poem (EYFS)	I have a Little Frog – an eight line poem (EYFS) Dance – a four line poem Pitter Patter – a six line poem Sliced Bread – a four line poem (EYFS) A Little Shell – a six line poem Five Little peas – an eight line poem (EYFS) The Fox – a six line poem (EYFS) Monkey Babies by Irene Rawnsley and John Foster – an eight line poem (EYFS) Thunderstorm – a six line poem Five Little Owls – an eight line poem If I Were so Very Small – an eight line poem (EYFS) Under a stone – a six line poem (EYFS)

Extend Early Curriculums – Poetry Plus

	Autumn	Spring	Summer
Year 2	‘Water Everywhere’ Valerie Bloom ‘Dear Ugly Sisters’ Laura Mucha ‘Chips’ Stanley Cook	‘Ducks’ Ditty’ Kenneth Grahame ‘A Hummingbird’s a *Humming* Bird’ Graham Denton ‘I am a Full Stop’ Derek Stuart	‘In the Cave’ Sean Forbes ‘The Owl and the Pussycat’ Edward Lear ‘Scissors’ Allan Ahlberg
	‘Hide and Seek’ Zaro Weil ‘The Paper Bag’ Zaro Weil ‘Remember’ Pamela Mordecai	‘People’ Charlotte Zolotow ‘Wren’ Chrissie Gittins Various tongue twisters by John Foster	‘Winch’/’Missing’ A F Harrold ‘Don’t’ Michael Rosen Round up of the year’s poems
Year 3	‘The Magic Box’ Kit Wright (Y2) ‘Gran, Can You Rap?’ Jack Ousbey ‘Please Mrs Butler’ Allan Ahlberg ‘Blue Whale’ Liz Brownlee	‘The Sound Collector’ Roger McGough ‘Once Upon a Raindrop’ James Carter Various limericks by Edward Lear Various limericks by Graham Denton	‘Giant’ Jack Ousbey ‘Today in strong colours’ Sue Cowling ‘Let’s Write a Rap’ Tony Mitton
	‘Fireworks’ James Reeve ‘The King’s Breakfast’ A.A. Milne (CLASSIC/ LEARN) ‘The Sea’ Alex Wharton	‘Isn’t My Name Magical?’ James Berry Various tongue twisters ‘Cats Sleep Anywhere’ Eleanor Farjeon	‘A Small Dragon’ Brian Patten ‘The Lighthouse’ Gerald Benson Round up of the year’s poems
Year 4	‘Give Yourself a Hug’ (Y3) ‘Let No One Steal Your Dreams’ Paul Cookson ‘Waterfall’ Cynthia Rider	‘I am a Writer’ Joseph Coelho ‘What am I Like?’ Joshua Seigal ‘I am a Jigsaw’ Jill Townsend ‘Rebus Poem’ Jane Clarke ‘Can You Name the Flowers?’ J H Rice	‘The Selkie Child’ Sue Hardy-Dawson ‘The First Bit’ Coral Rumble ‘A Poem to be Spoken Silently’ Pie Corbett
	‘Puzzle’ Matt Goodfellow ‘The Poet Tree’ Shel Silverstein ‘Jabberwocky’ Lewis Carroll	‘I Wandered Lonely as a Cloud’ William Wordsworth ‘‘The Surprising Number 37’ Anon ‘The Boneyard Rap’ Wes Magee	‘Thank You (It’s just what I always wanted)’ Andrew Fusek Peters ‘Green’ Valerie Bloom ‘Brother Eagle, Sister Sky’ Round up of the year’s poems
Year 5	‘Brother Eagle, Sister Sky’ (Y4) ‘Silver’ Walter de la Mare ‘The Paint Box’ E V Rieu	Various kennings by Steve Turner, June Crebbin, Roger Stevens ‘Mountains’ Ian Serraillier ‘Chocolate Cake’ Michael Rosen	‘Maths is a problem for me’ Valerie Bloom ‘Macavity the Mystery Cat’ T.S. Elliot ‘The ABC’ Spike Milligan
	‘Silver Aeroplane’ John Foster ‘Moon’ Tony Mitton ‘Cargoes’ John Masefield ‘The School Bell’ Frank Flynn	‘Cathedral’ June Crebbin ‘The Thin Prison’ Leslie Norris ‘One Shoe Tall and Three Shoes Wide’ Coral Rumble	‘My First is In’ Sue Playdell ‘The Lady of Shallot’ Tennyson Round up of the year’s poems
Year 6	‘The Lady of Shalott’ (Y5) ‘The Same Inside’ Liz Brownlee ‘Travel by Book’ Laura Mucha	‘Promise’ Jackie Kay ‘Wordspinning’ John Foster ‘Ozymandias’ Percy Bysshe Shelley	‘The Highwayman’ Alfred Noyes ‘New words’ Jay Hulme ‘The Beach’ William Hart-Smith
	Various haiku ‘Rainbow’ Moira Andrew ‘I hate poems’ Susan Hamlyn ‘Talking Turkeys’ Benjamin Zephaniah	Various Haikus ‘MORERAPS’ Joseph Coelho ‘I Don’t like Poetry’ Joshua Seigal ‘I asked the Little Boy who cannot see’ Anon	‘Myself’ Edgar Guest ‘Whose land?’ Benjamin Zephaniah Round up of the year’s poems