# ST. GEORGE'S JUNIOR SCHOOL ENGLISH OVERVIEW

| Year 3 Reading Spine & Writing Overview | | | | | | |
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| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Whole class text** | The Lion, The Witch and The Wardrobe by C.S. Lewis | | Iron Man by Ted Hughes | | Abominables by Eva Ibbotson | |
| **Topic** | Stone Age | Egyptians | Active Planet | Active Planet | Plants and Animals | Plants and Animals |
| **T4W** | Elf Road-imaginary worlds narrative | Little Red Riding Hood- Newspaper story (small link) | Nail Soup-Instructions | Egyptian defeat the monster= Narrative | Persuasion | Narrative |
| **Short writing piece** | Description | Book/film comparison | Poetry-imagery | Poetry-Easter linked to RE/church performance | Description | Diary |
| **Topic link** | Recount of trip | Non-chronological report on the Nile | Non-chronological-volcanoes and science | Recount-trip | Playscript (not topic) | Explanation |
| **Grammar** | Capital letters, full stops, question marks and exclamation marks<br><br>Commas to separate items in a list and use colon to introduce a list (depth)<br><br>Apostrophes to mark where letters are missing in spelling<br>and to mark singular possession in nouns **(Year 2 revision)**<br><br>Noun, noun phrase<br>adjective, adverb, verb tense, apostrophe, comma **(Year 2 revision)**<br><br>An introduction to using and punctuating direct speech<br><br>Using conjunctions, adverbs and prepositions to express time and cause.<br>Eg-<br>Conjunctions: when, before, after, while, so, because<br>Adverbs: then, next, soon, therefore<br>Prepositions: before, after, during<br><br>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including; when, if, because, although | | Nouns, adjectives, verbs<br><br>Using conjunctions, adverbs and prepositions to express time and cause **(Autumn 1 revision)**<br><br>Choosing nouns or pronouns appropriately for clarity<br><br>Use a or an correctly<br><br>Understand the term/ use subordinating and co-ordinating conjunctions (greater depth)<br><br>Using and punctuating direct speech<br><br>Using the present<br>perfect form of verbs in contrast to the past tense (He has gone out to play contrasted with He went out to play)<br><br>statement, question, exclamation, command, suffix | | Using conjunctions, adverbs and prepositions to express time and cause<br><br>Indicating possession by using the possessive apostrophe with plural nouns<br><br>Begin using commas after fronted adverbials **(Year 4 Statutory)**<br><br>Group related ideas into paragraphs<br><br>Introduce relative pronouns (greater depth) | |

# ST. GEORGE'S JUNIOR SCHOOL ENGLISH OVERVIEW

| Year 4 Reading Spine and Writing Overview | | | | | | |
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| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Main book** | Firework Maker's Daughter *(Stories from other cultures)* | | Why the whales came | | Journey to the River Sea | |
| **Topic** | Ancient Greeks | Ancient Greeks | Anglo Saxons | Anglo Saxons | Rainforests | |
| **T4W** | Newspaper report: Granny Hijacked | Narrative: The Awongalema Tree *(Story from other cultures)* NEW | Explanation text: Why you should not go to the forest | Diary writing NEW | Narrative *(dilemma):* Simic and the forest LINKS TO CLASS BOOK | Discussion writing: Rainforest deforestation LINKS TO CLASS BOOK |
| **Short writing piece** | | Poetry: Swoosh, Boom, Crunch, Howl *(firework links)* | Third person character description of Gracie from Daniel's point of view | Letter writing and communication between Gracie and her father during the war | | Poetry – HAIKU & TANKA |
| **Topic link** | **Recount of trip** | Greek myth of Perseus and Medusa description setting | Information text | Non-chronological report of the Anglo Saxons | **Postcard** | Writing in role - **deforestation** |
| **Grammar** | Using fronted adverbials<br><br>Using commas after fronted adverbials<br><br>Using and punctuating direct speech e.g. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"<br><br>Develop knowledge of noun phrases and use of appropriate pronouns | | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br><br>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair<br><br>Apostrophes to mark plural possession for example, the girl's name, the girls' names<br><br>Nouns and pronouns | | Noun phrases, expanded noun phrases Modifying adjectives Noun and prepositional phrases<br><br>Use of standard and non-standard forms of English<br><br>Commas to mark clauses (depth) | |

| Year 5 Reading Spine & Writing Overview | | | | | | |
|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Main book** | **Wolf Brother** | **Wolf Brother** | Varjak Paw | Varjak Paw | Goodnight Mister Tom (Migration theme of WW2) | Goodnight Mister Tom |
| **Topic** | Earth & Space | | ANGLO SAXONS & VIKINGS | | Migration | |
| **T4W** | Short adventure narrative: | Newspaper: 'Alien landing' | Suspense narrative: Zelda Claw | 2021-22: Persuasive leaflet: To persuade the citizens of Danelagh to go Viking with the raiders | The Arrival (picture book links to migration and WW2) | Non-chronological report: Ice-Dagger Dragon |
| **Short writing piece** | **Setting description**<br><br>**Instructional text** | **Narrative:** Science fiction narrative set on the planet Pandora | Character description<br><br>Performance Poetry *(Valerie Bloom – Cultural links)*<br><br>**Kennings Poetry** | Radio jingles & adverts – 'We need you to go Viking' | Oranges in no man's land: letter writing *Cultural links*<br><br>Letter writing | Book/film comparison<br><br>Explanation writing linked to Migration |
| **Topic link** | Recount of trip (Think Tank) | | | | Discussion in Art (*Is street Art vandalism?)* | Diary entry |
| **Grammar** | Revise- fronted adverbials marked by commas.<br><br>Revise- apostrophe for possession.<br><br>Revise- inverted commas to mark speech<br><br>Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) | | Revise relative clauses<br><br>Degrees of possibility using modal verbs<br><br>Brackets, dashes or commas to indicate parenthesis<br><br>Use of commas to clarify meaning/avoid ambiguity | | Degrees of possibility using adverbs modal verbs<br><br>Cohesive devices- adverbials of time, place, number or tense choices<br><br>Revision of brackets, dashes or commas to indicate parenthesis | |

# ST. GEORGE'S JUNIOR SCHOOL ENGLISH OVERVIEW

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| | Verb prefixes (dis-, de-, mis-, over- and re-)<br><br>Use of commas to clarify meaning/avid ambiguity<br><br>Expanded noun phrases<br>Introduce relative clauses | Perfect form of verbs<br><br>Variety of subordinating conjunctions in complex sentences<br><br>Controlled use of first and third person<br><br>Appropriate tense choice<br><br>Adverbials and expanded noun phrases **(revision)** | |

| Year 6 Reading Spine & Writing Overview | | | | | | |
|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Main book** | Kensuke's Kingdom | Kensuke's Kingdom | Street Child | Street Child | Holes | Holes |
| **Topic** | Rivers and forces | Rivers and forces | British history beyond 1066- Victorians | British history beyond 1066- Victorians | Non-European Society-Mayans<br><br>Living things and their habitats | Non-European Society-Mayans |
| **T4W** | **Narrative Writing**: suspense story<br>**Non-chronological report:** linked to text focus | **Narrative:** diary writing linked to text focus<br>**Newspaper report:** linked to text focus | **Letter Writing**: writing to persuade linked to Street child<br>**Balanced Argument**: Linked to Victorians and Street Child (Workhouses) | **Biography:** Linked to Queen Victoria (History)<br>**Narrative**: Linked to Street Child<br>**Flashbacks**: Linked to Grimy Nick | **Narrative Writing:** diary writing from different perspectives<br>**Report Writing**: linked to text focus (Yellow-spotted lizard)<br>**Letter Writing:** Writing in role linked to text focus | **Narrative Writing**: Writing alternative endings to traditional fairy tales, writing a fairy tale from a different perspective (fractured fairy tales)<br>**Poetry**: Creating our own narrative poems in the style of Roald Dahl's Revolting Rhymes |
| **Short writing piece** | **Letter Writing:** linked to text focus | **Persuasive letter** to PM to save Christmas/ remove Christmas | | **Poetry**: Free form linked to street child (figurative language) | | |
| **Topic link** | Link to rivers, water, boats. Link to forces. | Writing linked to characters in class book | Street Child is set in the Victorian era. Links to workhouses, characters and setting | Street Child is set in the Victorian era. Links to workhouses, characters and setting | Links to Mexico and animal adaptations, habitats.<br>Yellow spotted lizard linked to Holes | |
| **Grammar** | Revise- Relative clauses<br><br>Revise- Brackets, dashes or commas to indicate parenthesis<br><br>Revise- Cohesive devices- adverbials of time, place, number or tense choices<br>(highlighted in blue on MTP but do not delete!)<br><br>Difference between vocabulary for formal and informal speech and writing (find out vs discover, ask for vs request) the use of question tags (He's your friend, isn't he?) of the use of the subjunctive form (If I were or Were they to come)<br><br>Use of semi-colon and dash to mark the boundary between independent clauses.<br><br>Commas for clarity<br><br>Revision of tenses word choice | | Passive voice<br><br>Relationship between words- synonyms and antonyms<br><br>Wider range of cohesive devices- (repetition of words or phrases, wider range of adverbials- on the other hand, in contrast, or as a consequence and ellipsis)<br><br>Layout devices- (headings, subheadings, columns, bullets or tables)<br><br>Use of the colon to introduce a list and use semi-colons within lists<br><br>How hyphens can be used to avoid ambiguity (man eating shark vs man-eating shark or recover vs re-cover)<br><br>Standard and non-standard English | | Revision of all KS2 grammatical features. | |

# ST. GEORGE'S JUNIOR SCHOOL ENGLISH OVERVIEW

| ST. GEORGE'S NON-FICTION COVERAGE | | | | |
|---|---|---|---|---|
| **Writing coverage** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Recount / Diary | / | / | / | / |
| Discussion | | / | / | / |
| Journalistic writing (Newspaper articles, television report, radio scripts) | / Newspaper | / Newspaper | / Newspaper & adverts | / Newspaper |
| Explanation | / | / | / | |
| Film/book comparison | / | | / | |
| Information/Non-chronological report *(Letter/fact file/report)* | / | / | / | / |
| Instructional | / | | / | |
| Poetry | / | / | / | / |
| Persuasion | / | / | / | |
| Autobiographies/Biographies | | | | / Biographies |

| ST. GEORGE'S FICTION COVERAGE (NARRATIVE) | | | | |
|---|---|---|---|---|
| | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Adventure and mystery | / Egyptians defeat the monster | | / Adventure story narrative: Chapter based on Main book | |
| Suspense | | | / Suspense narrative: Zelda Claw | / Suspense story *(As an introduction)* |
| Science fiction | | | / Science fiction narrative set on the planet Pandora | |
| Flashbacks | | | / *Introduced as a model for depth* | / Linked to Grimy Nick |
| Stories with historical settings | / Egyptians defeat the monster | | / *Oranges in no-man's land focuses on the history in Lebanon* | |
| Stories set in imaginary worlds | / Elf Road | | | |
| Stories from other cultures | | / The Awongalema Tree | / *Oranges in no man's land* | / *Holes* |
| Dilemma stories | | / Simic and the forest | / The Arrival | |
| Playscripts | / | | | |
| Fables, myths and legends | | / Greek myth of Perseus and Medusa | | |

| ST. GEORGE'S POETRY COVERAGE | | | | |
|---|---|---|---|---|
| **Poetry coverage** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Narrative | | | | / |

# ST. GEORGE'S JUNIOR SCHOOL ENGLISH OVERVIEW

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|---|---|---|---|---|
| Performance poetry | | | / Poet – Valerie Bloom | |
| Kennings poetry | | | / | |
| Haiku (Japanese poetry) | | / | | |
| Cinquain | | | | |
| Sonnet/Classic poetry | | | | |
| Tanka | | / | | |
| Riddles/Limericks | | | | |
| Acrostic | | | | |
| Free verse/Modern poetry | | | | / Language play |
| Imagery poetry | / | | | |

**Couplet** = a two-line stanza.

**Tercet** = a three-line stanza.

**Quatrain** = a four-line stanza.

**Cinquain** = a five-line stanza.

**Sestet** = a six-line stanza.

**Meter** = the pattern of stressed syllables (long-sounding) and unstressed syllables (short-sounding) in poetry.

**Rhyme scheme** = the pattern of rhyme that comes at the end of each line or verse.

**Syllable** = the single, unbroken sound of a spoken or written word.