English Overview – Autumn Term 2024-25
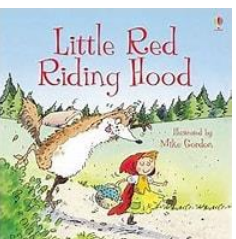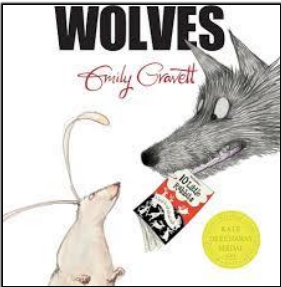
Early Years

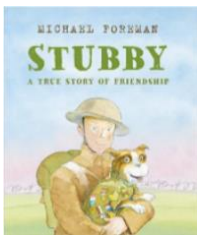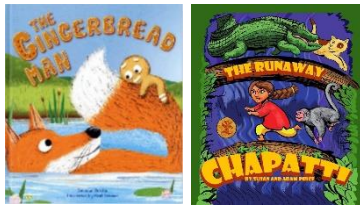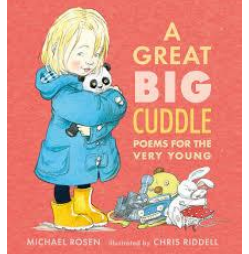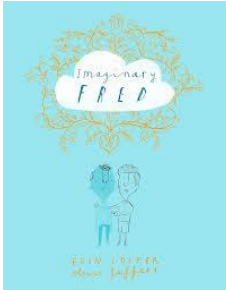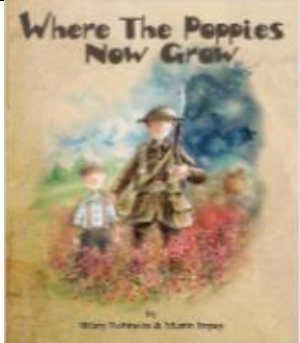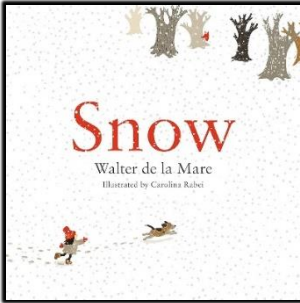|	Autumn One			Autumn Two			
Key Driver	*The Colour Monster* & *The Colour Monster Goes to School* by Anna Llenas	*Owl Babies* by Martin Waddell	*Elmer* by David McKee	*Goldilocks and the Three Bears*	*Farmer Duck* by Martin Waddell	The Little Red Hen	Letters to Santa
Key Themes	Settling in (Southampton Transition Unit) Emotions Self-regulation	Family	Celebrating differences Diversity	Emotions Respecting others	Friendship Teamwork	Hard work Teamwork Friendship	Christmas Celebrations
Learning Outcomes	PSED – understanding emotions and self-regulation EAD – beginning colour exploration	PSED – self-regulation UW – different families, my family Communication – retelling stories	PSED – relationships Maths - learning linked with colours, pattern and sorting Writing – beginning to write	PSED - Express their feelings and consider the feelings of others Communication – retelling stories, questions to find out more Writing – CVCs, simple sentences, instructions	Communication – retelling stories, questions to find out more Writing – labels & simple sentences	PSED - Express their feelings and consider the feelings of others Communication – retelling stories, questions to find out more Writing – labels for making sandwiches using CVCs	UW - Old and new: Christmas in the past, celebrations Writing – simple letter EAD – Colour mixing, winter scenes
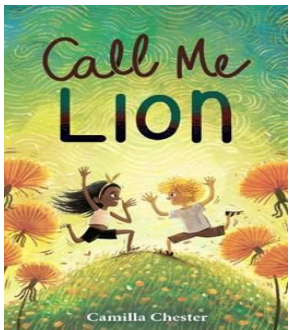
Year One

	Autumn One			Autumn Two	
Key Driver	*Send for a Superhero* by Michael Rosen (2.5 weeks)	*We're going on a Bear Hunt* by Michael Rosen (5 weeks)	*Stubby* by Michael Forman (1 week)	*The Gingerbread Man* (traditional tale) and *The Runaway Chapatti* by Susan and Adam Price (4 weeks)	*A great Big Cuddle* (poetry) by Michael Rosen (2 weeks)
Key Themes	Heroes and villains	Emotions – excitement, fear, worry Overcoming problems	Remembering Courage/bravery Loyalty Friendship	Determination Do not trust strangers	Seasons
Written Outcomes	Description (sentence level) Superhero story (sentence level)	Retell the story Setting description from story Setting description - own	Comic strip	Retelling the story Narrative – own version	Poetry – using given rhyming words Performance poetry
Reading Outcomes	Fluency in reading – RWI 1:1 reading – asking retrieval (AC1b) and inference (AC1d) questions. Begin to explore the Reading Assessment Criteria foci – B (retrieval) & D (inference) should be given the biggest weighting. Please cover all ACs, with A, C, E, being used when appropriate to the text type and learning.				

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Year 2

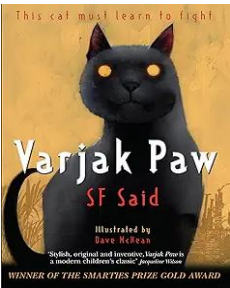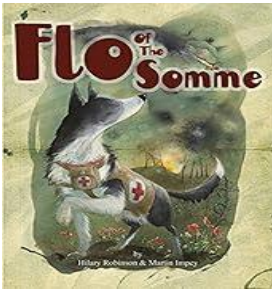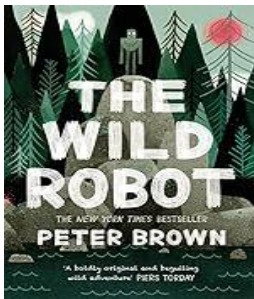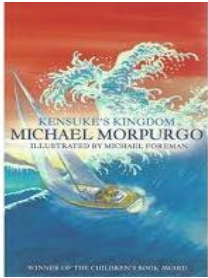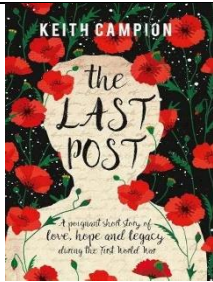|	Autumn One			Autumn Two		
Key Driver	*Percy the Park Keeper - After the Storm* by Nick Butterworth (2.5 weeks)	*Little Red Riding Hood* by Brothers Grimm (2 weeks)	*Wolves* by Emily Gravett (3 weeks)	*Poppies* by CBeebies – Short film (1 week)	*Sir Charlie Stinky Socks and the Really Big Adventure* and *SCSS and the Terrible Secret* by Kristina Stephenson (4 weeks)	*My Treasures* by Kate Wakeling (2 weeks)
Key Themes	Problem solving	Trust Right and wrong	Learning – collecting research	Remembering Peace	Bravery Perseverance Teamwork	Special – cherished items
Written Outcomes	Baseline – I can see… Character description Narrative	Wanted poster Character description	Wolves non-chronological report	Special memories Peace promise	Character description Narrative Instructions	Poetry
Reading Outcomes	Fluency in reading – RWI 1:1 reading – asking retrieval (AC1b) and inference (AC1d) questions. Reading Assessment Criteria foci – B (retrieval) & D (inference) should be given the biggest weighting. Please cover all ACs, with A, C, E, being used when appropriate to the text type and learning. <table><tr><th colspan="2">Content domain reference</th></tr><tr><td>1a</td><td>draw on knowledge of vocabulary to understand texts</td></tr><tr><td>1b</td><td>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td></tr><tr><td>1c</td><td>identify and explain the sequence of events in texts</td></tr><tr><td>1d</td><td>make inferences from the text</td></tr><tr><td>1e</td><td>predict what might happen on the basis of what has been read so far</td></tr></table>					

Year 3

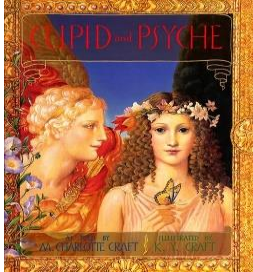|	Autumn One			Autumn Two	
Key Driver	 *Imaginary Fred* by Eion Colfer (1.5 weeks)	 *Leon and the Place Between* by Angela McAllister and Grahame Baker-Smith (4.5 weeks)	 *Where the Poppies Now Grow* by Hilary Robinson & Martin Impey (1 week)	 *Snow* by Walter de la Mere (1 week, revisited)	 *Call me Lion* by Camilla Chester (5 weeks)
Key Themes	Loneliness Friendship	Magic – Belief and wonder Curiosity	Remembering the war Friendship	Stillness Nature - Weather Isolation	Acceptance Bravery Perseverance
Written Outcomes	Create an imaginary friend Descriptive writing - own imaginary friend	Description Story writing	Poetry	*NA - Poem for performance*	Diaries in role Narrative – chapter endings
Reading Outcomes	Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.

Content domain reference		
2a	give / explain the meaning of words in context	
2b	retrieve and record information / identify key details from fiction and non-fiction	
2c	summarise main ideas from more than one paragraph	
2d	make inferences from the text / explain and justify inferences with evidence from the text	

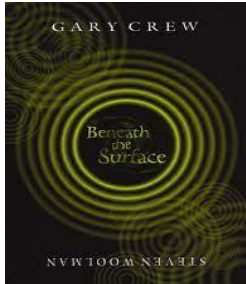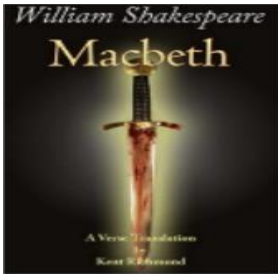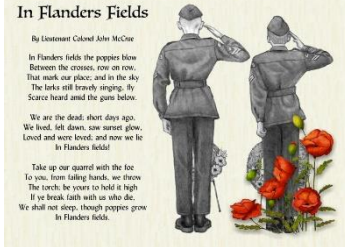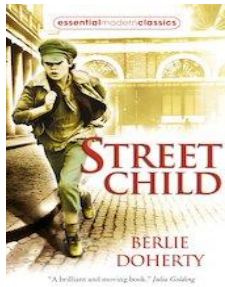|		
2e	predict what might happen from details stated and implied	
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	
2g	identify / explain how meaning is enhanced through choice of words and phrases	
2h	make comparisons within the text	

Year 4

	Autumn One		Autumn Two	
Key Driver				
	Slinky Malinki by Lynley Dodd (1.5 weeks)	*Varjak Paw* by SF Said (6 weeks)	*Flo of the Somme* by Hilary Robinson & Martin Impey (1 week)	*The Wild Robot* by Peter Brown (6 weeks)
Key Themes	Mischief Rebellion	Rebellion Perseverance Courage Family and friendship	Remembrance War	Belonging – friendship, family, identity Trust Survival
Written Outcomes	Language exploration	Description Adventure story Blog posts	Poetry	Poetry Setting description Explanation text Letter writing Narrative
Reading Outcomes	Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.

Content domain reference	
2a	give / explain the meaning of words in context
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2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Year 5

	Autumn One		Autumn Two			
Key Driver	*I Talk Like a River* by Jordan Scott and *The River* by Tom Percival (1.5 weeks)	*Kensuke's Kingdom* by Michael Morpurgo (6 weeks)	*The Last Post* by Keith Campion (1 week)	*The Trojan Horse* (2 weeks)	*Trojan Horse* by Anthony JP (1 week)	*Cupid and Psyche* by Marie Charlotte Craft (3 weeks)
Key Themes	Emotions Empathy Building confidence Grief and healing	Friendship Survival Trust	War Love Grief	Resolution Betrayal War and Conflict	Resolution Betrayal War and Conflict	Trust Betrayal Bravery
Written Outcomes	Haiku poetry Advice letters	Diary – Ship's log Interview Persuasive letter Setting description	Poetry	Explanation Text	Trojan Soldier diary entry (after event)	Setting description Balanced argument
Reading Outcomes	Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.					

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2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Year 6

	Autumn One			Autumn Two
Key Driver	*Beneath the Surface* by Gary Crew (3.5 weeks)	*Macbeth* by William Shakespeare (abridged) (4 weeks)	*In Flanders Fields* by John McCrae (1 week)	*Street Child* by Berlie Doherty (6 weeks)
Key Themes	Good vs. evil Survival	Greed Power Supernatural	Remembering Sacrifice Life and Death	Loss Friendship Poverty
Written Outcomes	Nightmare poem Suspense story ending	Descriptive writing Persuasive speech Informal letter writing	Poetry writing in the style of *In Flanders Fields*	Letter Writing Recount Narrative
Reading Outcomes	Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.			

Content domain reference	
2a	give / explain the meaning of words in context
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