

## Subject: English Overview

### English at Oughton

#### English Intent

A high quality education in English will teach children to speak, read and write fluently and enable them to participate and flourish fully across the curriculum and in life. At Oughton, we strive to promote high standards of English, by equipping children with a strong command of the spoken and written word and develop their love of literature, through widespread reading for enjoyment.

#### ***We aim to ensure children:***

- appreciate our rich and varied literary heritage and vocabulary.
- acquire a wide vocabulary, understanding and knowledge of grammar and spelling.
- use discussion in order to learn and be able to elaborate and explain clearly their understanding and ideas.
- are able to make formal presentations, demonstrating to others and participating in debate.
- are competent in the arts of speaking and listening and drama.
- develop the habit of reading widely and often, for both pleasure and information.
- read fluently, with good understanding.
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

#### Overview

The Early Years curriculum is child led, following the interests of the children, therefore some elements within this overview may be adapted across the year. EYFS incorporate the skills and elements below into their half term topics.

Please see the half term topic maps in the EYFS section. Topics are chosen in discussion with the children and books are chosen to connect with their interests.

This overview links to the English lessons in Year 1 to 6 which focuses on Writing in particular, incorporating Reading, Grammar and Speaking and Listening. The English curriculum is complimented with Guided Reading, Phonics and Spelling.

Please see **Phonics Overview** for more information.

Please see the National Curriculum with regarding to Spelling and Grammar for more information.

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b> Communication and Language	<p>Listen to simple stories and use pictures to help understanding of what is happening</p> <p>Listen to different songs and rhymes and join in with known nursery rhymes</p> <p>Begin to understand simple instructions and questions</p> <p>Begin to follow simple instructions with up to two key words</p> <p>Begin to answer questions using who, what, when, where</p> <p>Listen to others talk and start to join</p> <p>Begin to respond and give attention when someone else speaks</p>		<p>Listen to longer stories and join in with familiar or repeating parts</p> <p>Begin to follow instructions with two key words accurately</p> <p>Begin to answer a range of questions.</p> <p>Begin to understand 'why?' in terms of investigations etc.</p> <p>Respond appropriately when spoken to e.g. asked a direct question</p>		<p>Listen carefully to songs, stories and rhymes and respond by joining in</p> <p>Understand and respond to instructions.</p> <p>Understand and respond to 'why' questions</p> <p>Start a conversation and take it in turns to speak.</p>	
<b>Nursery</b> Literacy	<p>Start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</p> <p>Demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>Tune into sounds during listening games</p> <p>Tune into the sounds in words- showing understanding e.g. Phase 1</p> <p>Add marks to pictures giving meaning to them</p> <p>Make marks to show my name</p> <p>Write the first letter of my name</p>		<p>Demonstrate good fine motor control when using tools e.g. scissors, threading, etc.</p> <p>Use a wider print knowledge for writing</p> <p>Write some of my name e.g. first two letters</p>		<p>Write some letters with good formation e.g. the letters from my name</p> <p>Hear the initial sounds in some CVC words</p> <p>Apply print knowledge to my emergent writing</p> <p>Write my own name</p> <p>Show awareness of alliteration e.g. the ssssliperry ssssnake</p>	

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<p><b>Reception</b> Communication and Language</p>	<p>Demonstrate good listening behaviours</p> <p>Follow simple instructions (with two or more parts) reliably</p> <p>Listen to and talk about stories, rhymes and non-fiction</p> <p>Wait and take turns in conversation</p> <p>Engage in story times</p> <p>Join in with familiar songs and rhymes</p> <p>Starting to share ideas with familiar adults</p> <p>Talk to others (adults and children)</p> <p>Use talk to organise thoughts</p> <p>Share my ideas using talk as a tool</p> <p>Using talk as a tool</p>		<p>Respond to what they have heard by asking questions and saying what they think</p> <p>Ask questions about what I have heard</p> <p>Respond to what others say</p> <p>Share ideas in small groups</p> <p>Share ideas with familiar adults</p> <p>Explain events that have already happened in detail</p> <p>Engage in stories, rhymes and non-fiction sharing my ideas about them</p> <p>Start to use full sentences</p> <p>Starting to use past, present and future tenses</p>		<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify understanding</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers</p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult</p>	

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<b>Reception</b> Literacy Reading	Phase Two Phonics Write some lower case letters correctly Write some upper case letters that they know (e.g. name, Mum, Dad, sibling name, etc) Identify known letters to match initial sounds (Phase 2) Match Phase 2 letters and sounds Write CVC words and labels e.g. c-a-t Write simple labels Start to write simple captions Say a simple sentence for writing		Phase 3 Phonics Write most lower case letters correctly Write some upper case letters correctly an use a tripod grip Match Phase 2 and 3 letters and sounds Write CVC words and labels (Phase 2 and 3 sounds) Spell some tricky words Write captions / Write short sentences Start to use finger spaces between my words Read sentences back		Phonic Phase 3 and 4 Write letters which are mostly well formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by themselves and others	
<b>Reception</b> Literacy Writing	Retell the key events in stories Starting to recall facts from non-fiction Talk about what has happened in the story so far		Retell key events from stories I have read Describe the key events in detail Recall facts from a non- fiction book		Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	

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Year 1	<p><i>Non Fiction:</i> Herts Planning Labels, list and captions</p> <p><i>Narrative:</i> Stories with predictable phrasing – different cultures</p> <p><i>Poetry:</i> Vocabulary building</p>	<p><i>Narrative:</i> Herts Planning Take One Book</p> <p><i>Non Fiction:</i> Recount</p> <p><i>Poetry:</i> structure – rhyming couplets</p>	<p><i>Narrative:</i> Herts Planning Contemporary Fiction – stories reflecting children’s own experience</p> <p><i>Non Fiction:</i> Report – Fire Of London</p> <p><i>Poetry:</i> Vocabulary Building</p>	<p><i>Non Fiction:</i> Instructions</p> <p><i>Poetry:</i> Structure – rhyming couplets</p> <p><i>Take one book:</i> Whole School Book Theme</p>	<p><i>Narrative:</i> Traditional Tales</p> <p><i>Non Fiction:</i> Report</p> <p><i>Poetry:</i> Vocabulary Building</p>	<p><i>Non Fiction:</i> Herts Planning Explanations</p> <p><i>Poetry:</i> Take One Poet Appreciation</p> <p>Take One Book</p>
Year 2	<p><i>Narrative:</i> Herts Planning Traditional Tales – alternative fairy tales including different cultures</p> <p><i>Non Fiction:</i> Explanations</p> <p><i>Poetry:</i> Vocabulary Building (list poems)</p>	<p><i>Non Fiction:</i> Recount– Florence Nightingale</p> <p>Take One Book - Traction Man</p> <p><i>Poetry:</i> calligrams</p>	<p><i>Narrative:</i> Stories with recurring literacy language</p> <p>Lighthouse</p> <p>Keepers Lunch</p> <p><i>Poetry:</i> Vocabulary Building</p>	<p><i>Poetry:</i> calligrams</p> <p><i>Non Fiction:</i> Herts Planning Report</p> <p><i>Take one book:</i> Whole School Book Theme</p>	<p><i>Narrative:</i> Traditional Tales – creation myths</p> <p><i>Non Fiction:</i> Instructions</p> <p><i>Poetry:</i> Vocabulary Building</p>	<p><i>Take one Book:</i> Diary Of A Killer Cat</p> <p><i>Non Fiction:</i> Herts Planning Explanations</p> <p><i>Poetry:</i> Take one Poet Appreciation</p>

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Year 3	<p><i>Narrative:</i> Herts Planning traditional tales – Fables <i>Non Fiction:</i> Recount <i>Poetry:</i> Herts Planning Poetry vocabulary building</p>	<p><i>Narrative:</i> Writing and Performing A Play <i>Non Fiction:</i> Instructions – giving directions <i>Poetry:</i> limericks Take One Book</p>	<p><i>Narrative:</i> Traditional Tales – alternative fairy tales <i>Non Fiction:</i> Explanation <i>Poetry:</i> vocabulary building</p>	<p><i>Non Fiction:</i> Herts Planning Report <i>Poetry:</i> haiku, tanka and kenning <i>Take one book:</i> Whole School Book Theme</p>	<p><i>Narrative:</i> Adventure Stories <i>Poetry:</i> Herts Planning vocabulary building</p>	<p><i>Non Fiction:</i> Persuasion Take One Book <i>Poetry:</i> Take One Poet - Appreciation</p>
Year 4	<p><i>Narrative:</i> traditional tales – myths <i>Poetry:</i> riddles</p>	<p><i>Non-fiction:</i> reports <i>Poetry:</i> Herts Planning vocabulary building Take one book</p>	<p><i>Narrative:</i> Herts Planning writing and performing a play <i>Non-fiction:</i> Herts Planning persuasion <i>Poetry:</i> vocabulary building</p>	<p><i>Narrative:</i> story settings <i>Poetry:</i> structure – narrative poetry <i>Take one book:</i> Whole School Book Theme</p>	<p><i>Narrative:</i> stories with a theme <i>Non-fiction:</i> discussion <i>Poetry:</i> vocabulary building</p>	<p><i>Non-fiction:</i> Herts Planning explanation <i>Poetry:</i> Take One Poet appreciation Take one book</p>
Year 5	<p><i>Poetry:</i> Herts Planning Poetry Vocabulary Building <i>Non Fiction:</i> Herts Planning Explanations Explorers Guide</p>	<p><i>Poetry:</i> cinquain Take One Book <i>Narrative:</i> Traditional Tales – legends (outlaw) <i>Non Fiction:</i> Recount biography</p>	<p><i>Narrative:</i> Suspense and Mystery (Boy in the tower) <i>Non Fiction:</i> Persuasion <i>Poetry:</i> Vocabulary Building</p>	<p><i>Non Fiction:</i> Instructions <i>Narrative:</i> fiction set in outer space <i>Poetry:</i> spoken Word/rap <i>Take one book:</i> Whole School Book Theme</p>	<p><i>Narrative:</i> Herts Planning Fiction from our literary (MacBeth) heritage <i>Non Fiction:</i> Report <i>Poetry:</i> Vocabulary Building</p>	<p><i>Non Fiction:</i> Discussion <i>Poetry:</i> Take One Poet Appreciation Take One Book</p>

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Year 6	<i>Narrative: Fiction</i> <i>Goodnight Mr. Tom novel as stimulus as WW2</i> <i>Letters of a Lighthouse stimulus – recount/letter writing.</i> <i>Non-Fiction</i> <i>Persuasive Language</i>	<i>Poetry: of WW1 the power of imagery language.</i> <i>Non Fiction: WW2 Biography</i>	<i>Narrative: Herts planning – Spider wick Chronicles</i>	<i>Narrative: Herts Planning Mixed genre text</i> <i>Take one book: Whole School Book Theme</i>	<i>Non Fiction: Herts Planning</i> <i>Balanced argument</i>	<i>Narrative: Autobiography</i>  <i>Poetry: Take one Poet Appreciation</i>

### Promoting British Values at Oughton Primary and Nursery School:

There are opportunities for the promotion of British Values throughout the English Curriculum, focusing on: Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs

English promotes these values through discussions and texts. English promotes diversity and gives our children an understanding of the wider world.

**The Rule of Law** is demonstrated through the English curriculum and the school's promotion, sharing and adherence to our Promoting Positive Behaviour Policy. Behaviour for Learning is promoted throughout the school.

At Oughton, our Scheme of work shows progression and the building of skills following the National Curriculum. The Herts for Learning supporting and exemplar documents compliment this overview and focus on the core knowledge, key vocabulary and prior learning.

We comply with the Equality Act 2010 and the Special Educational Needs and Disability Regulation 2014 by ensuring that the English Curriculum is accessible for **all** learners through adaptations to meet the needs of our children.

Parents / Carers - if you wish to find out more about our English Curriculum, please email [admin@oughton.herts.sch.uk](mailto:admin@oughton.herts.sch.uk) and ask an English Subject Leader to contact you.

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