

## **Cleaswell Hill School**

## **English Two-Year Overview (2025-27)**

|  | KS1 – Year 1 and Year 2  |  |  | Lower KS2 – Year 3 and Year 4   |   |   | Upper KS2 – Year 5 and Year 6   |   |   | KS3   |  |  | KS4 (GCSE Language)   |  |   |
|--|--|--|--|---|---|---|---|---|---|---|--|--|---|--|---|
|  | Autumn   | Spring   | Summer   | Autumn  | Spring  | Summer  | Autumn  | Spring  | Summer  | Autumn  | Spring   | Summer   | Autumn  | Spring   | Summer  |
| Speaking, Listening and Communication     | Listen and ask questions about a non-fiction text. Justify answers.  | Articulate and justify arguments and opinion. Maintain attention and stay on topic   | Participate in discussions, presentations and simple performances and role play  | Taking turns with conversations and understanding what others have said asking relevant questions   | Participate in role play and listen/ respond appropriately  | Use language to recreate and imagine ideas with some sequence   | Reasoning with others and responding. Asking and answering relevant questions.  | Changing the roles and the plot of a story giving reasons for this.   | Awareness of purpose of language and how it is adapted in speech. Short speech about a familiar topic.  | Dramatic monologue with a character in role   | Presenting a news report, or podcast/ blog about a current affairs topic                   | Create your own district. Present it to the President in the Capital. Articulate and justify your answers. | Dramatic monologue with a character in role   | Formal presentation / debate based on a topic of choice            | Present a news report either through radio or TV.   |
| Reading                                   | <b>Non-fiction</b><br>Use a non-fiction text to gain information. Use a glossary/index. Reading letters and addresses. Recipes, lists, labels, cards and addresses.  | <b>Fiction</b><br>Read and retelling a narrative and awareness of the 3-part story<br><br><b>Non-fiction</b><br>Learning new vocabulary and word meanings  | <b>Poetry</b><br>Listening to and discussing a range of poems, beyond what they read independently. Appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings. Building a repertoire of poems learnt by heart, and reciting with intonation | <b>Non-Fiction</b><br>Reading and using a non-fiction text. Read instructional texts written for different purposes. Discuss how items of information are related. Retrieve and record information from non-fiction | <b>Fiction</b><br>Reading and making some inferences around characters thoughts, feeling and motives. Making predictions, sequencing events and exposure to new vocabulary. Identify main ideas and word meaning. | <b>Poetry</b><br>Simple rhyming couplets and develop the understanding of intonation. Recognise different forms of poetry e.g. free verse, narrative. | <b>Non-Fiction</b><br>Using a non-fiction text from the past and present to gather information. Make comparisons in and across books.   | <b>Fiction</b><br>Justifying inference with evidence and making predictions in literary heritage books                      | <b>Poetry</b><br>Preparing poems and discovering different forms of poetry  | <b>Modern Play</b><br>Analysing quotes using PEE paragraphs. Identifying language and structural techniques used. | <b>Non-Fiction</b><br>Newspaper articles Press release Advertisements                      | <b>Poetry</b><br>Love, romance e.g. sonnets, Wordsworth Making comparisons                                 | <b>Gothic Literature</b><br>Pupils understand increasingly challenging texts, learning new vocabulary/ language such as figurative language and structures. | <b>Analysing Non-fiction</b><br>Theme of War, Hostile Environments | Short Stories from different times and analysis of contexts and comparisons between times.  |
| Writing Composition                     | <b>Non-fiction</b><br>Create a simple fact file/ recipe considering captions and labels.<br><br>Write a letter and address it. Labels, lists and names. Composing a sentence orally before writing it. Sequencing sentences to form non-fiction texts. Re-reading written work | <b>Fiction</b><br>Change the narrative e.g. story ending and create a story map<br><br><b>Non-fiction</b><br>How things grow, instructional texts, label and captions. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading written work | <b>Poetry</b><br>Write poetry -Acrostic - free verse -shape poem<br><br><b>Non-fiction</b><br>Write for different purposes.<br><br>Read aloud their writing clearly enough to be heard by their peers and the teacher.<br><br>Exposure of poems that have different structures.            | <b>Non-Fiction</b><br>Write your own newspaper article using 5W's.<br><br>Write an instructional list/recipe<br>Write your own biography  | <b>Fiction</b><br>Expanded noun sentences to describe characters and create a character profile.<br>Writing a piece of performance poetry   | <b>Poetry</b><br>Rhyming couplets Poem with given structure<br>Writing a piece of performance poetry  | <b>Non Fiction</b><br>Write a newspaper/ Diary report from the 19 <sup>th</sup> Century<br>Non chronological reports retrieving, recording information from biography and challenge views | <b>Fiction</b><br>Myths and Legends<br>Create your own legend<br>Adventure/ Fantasy writing<br>Plan and draft a short story | <b>Poetry</b><br>Performance poetry<br>Complex shape poems<br>Rhyming patterns<br><br>The Complete Guide to....<br>Pupils use organisational and presentation devices to structure text | <b>Fiction</b><br>Design and write your own fairytale in the style of Brothers Grimm                              | <b>Poetry</b><br>Write your own poem based on romance using a range of poetry conventions. | <b>Fiction</b><br>Write a diary entry about your first day in the Hunger Games.                            | <b>Fiction</b><br>Write your own Gothic short story using appropriate language techniques and structural features   | <b>Non-fiction</b><br>Analysis using PEER paragraphs               | <b>Non-Fiction</b><br>Create a newspaper article/ press release for a current affairs topic.  |
| Texts to Follow Cultural reading spine  | A range of recipe books/ fact books.<br><br>The Jolly Postman by Janet & Allan Ahlberg   | What the ladybird heard<br>Farmer Duck by Martin Waddell<br>Rosie's Walk<br>Titus and the troublesome tooth<br>Wonky donkey  | Please Mrs Butler<br>Poems from other cultures<br>Blow wind blow<br>Tree whispers<br>Poems with an acrostic, free verse or shape poem structure  | Newspaper articles<br>Recipe books/ chocolate cake by Michael Rosen, instructional texts<br>Little People, Big Dreams biographies.  | The Iron Man by Ted Hughes<br>Charlotte's Web by E. B. White  | Please Mrs Butler by Allan Ahlberg<br>There's A Dragon In The Classroom by Charles Thomson<br>If All The World Were Paper by Joseph Coelho            | The extraordinary lives series<br><br>Variety of newspaper magazine articles from 19 <sup>th</sup> century texts and present day  | Harry Potter and the Philosophers Stone – JK Rowling<br><br>Myths and Legends by Anthony Horowitz                           | Recipe books and poetry<br><br>How to Save Water by Eden Project<br>Instructional texts and 'How to...' guides  | The Curious Incident of the Dog in the Night-Time OR Blood Brothers<br><br>Brothers Grimm Fairytales              | A range of newspaper articles/ press releases<br><br>Advertisements                        | Love and romance poetry from different times<br><br>Hunger Games by Suzanne Collins                        | Lord of the Flies by William Golding<br><br><b>Gothic Literature</b><br>Frankenstein by Mary Shelley<br>Dr Jekyll and Mr Hyde                               | Diaries, blogs, letters<br>Travel writing from different times     | Short Stories based on 3 different genres and time periods<br><br><b>Non-fiction</b><br>A range of newspaper articles/ press releases |

Further examples of texts to use can be found on the school cultural reading spine document

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|  | Pre key stage learning (Junior)  |   |  | Functional Literacy (Senior)   |   |  |
|--|--|---|--|--|---|--|
|  | Autumn<br>Who, What  | Spring<br>Who, What, Where  | Summer<br>Who, What, Where, When   | Autumn   | Spring  | Summer   |
| Speaking, Listening and Communication<br>       | <b>Me! Me! Me!</b><br>Know and use preferred method of communication to express interest and make choices.<br>To gain and share attention positively with adults   | <b>Me and you – just us two!</b><br>Using favourite words within context in familiar environments.<br>To listen to the interests of a peer.<br>Phone calls, video calls | <b>Oh, the places you'll go!</b><br>Use familiar words in different contexts to express needs and wants.<br>To extend communication into shared narrative. | <b>Me! Me! Me!</b><br>Taking part in leisure activities within different contexts and discuss with peers.  | <b>Me and you – just us two!</b><br>Role play with unfamiliar people and in more formal contexts.<br>Consider an appropriate question to ask and maintain dialogue for a short time | <b>Oh, the places you'll go!</b><br>Community groups<br>Experience and discuss a community group/ place by sharing attention in a sustained way.                               |
| Reading<br>                                     | Recognising words and symbols linked to own interests.<br>Listening and responding to stories, audio presented in a range of ways                                  | Reading common signs and symbols.<br>Share personal events and own holiday story.<br>Comprehension with stories of interest – blanks levels                             | Recognising community symbols/ signs and functional words different contexts<br><br>Reading positional language. Rhyming songs                             | Leisure<br>Read about a leisure activity you would like to do<br><br>Consider your own character traits and key words that describe yourself               | Communicating in different ways using technology e.g. texts, voice recording, emails<br><br>Reading informal communications   | Reading and responding to community signs and symbols<br><br>Read extracts about local issues, parks, litter etc.<br>Environmental project based on a key issue e.g. recycling |
| Writing Composition<br>                        | Forming initial sounds and familiar letters.<br>Writing own name labels and writing numerals.<br>Make your own Christmas list using a keyboard                     | Writing name of those familiar to you e.g. mum, dad<br><br>Writing a greetings card<br>Sequence fiction stories<br>Colourful semantics sentence strips                  | Writing a postcard.<br><br>Recipes for chosen items e.g. food, slime<br><br>Functional word writing linked to role play                                    | Write a small how to... script and film it about a chosen leisure activity.<br><br>Write a character profile about a fictional and non-fictional character | Writing emails, text messages to familiar people.<br><br>Communicating in written form using technology.<br>E-safety poster/ leaflet for peers.                                     | Community posters for an environmental purpose<br><br>Create a community podcast about local issues and places   |
| Texts to Follow<br>Cultural reading spine<br> | I need a new bum! By Dawn McMillan<br><br>Marvellous me : inside and out by lisa bullard<br><br>Perfectly Norman by Tom Percival<br><br>This is me by Amy Pflueger | The Rainbow Fish by Marcus Pfister<br><br>All are welcome by Alexander Penfold<br><br>Hooray for Fish by Lucy Cousins   | The Jolly Postman by Janet and Allan Ahlberg<br><br>The Disgusting Sandwich by Gareth Edwards and Hannah Shaw  | The Reluctant Dragon by Kenneth Graeme<br><br>Strega Nona by Tomie De Paola<br><br>The Paper Bag Princess by Robert Munsch                                 | Old Macdonald Had a Phone and Troll Stinks! by Jeanne Willis & Tony Ross<br><br>How to Save Water by Eden Project<br>Greta and the Giants What a Waste by Jess French               | I asked the river by Valerie Bloom   |

|   | KS1 – Year 1 and Year 2   |   |  | Lower KS2 – Year 3 and Year 4   |  |  | Upper KS2 – Year 5 and Year 6  |  |  | KS3   |  |   | KS4 (GCSE Literature)   |   |   |
|---|---|---|--|---|--|--|--|--|--|---|--|---|---|---|---|
|   | Autumn  | Spring  | Summer   | Autumn  | Spring   | Summer   | Autumn   | Spring   | Summer   | Autumn  | Spring   | Summer  | Autumn  | Spring  | Summer  |
| Speaking, Listening and Communication  | Use relevant strategies to build vocabulary   | Give well-structured descriptions, explanations and narratives for different purpose including expressing feelings  | Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas   | Taking turns with conversations and understanding what others have said asking relevant questions   | Participate in role play and listen/ respond appropriately   | Use language to recreate and imagine ideas with some sequence Performance Poetry - Sea Fever by John Masefield   | Reasoning with others and responding. Asking and answering relevant questions.   | Changing the roles and the plot of a story giving reasons for this.  | Awareness of purpose of language and how it is adapted in speech. Short speech about a familiar topic.   | Familiarity with Shakespearian language and plays. Becoming familiar with 19 <sup>th</sup> Century language and context.  | Dramatic monologue as the character of a modern text studied.  | Presenting a persuasive speech with a given theme to a specific audience. Follow this up with questions and answers   | Re-enacting a scene from Macbeth with characters in role showing intonation.  | Debate based on conflict poetry from different times.   | Pupils to take roles in a debate around a current news topic  |
| Reading                                | <b>Non-fiction</b><br>Listen and discuss non-fiction texts beyond independent reading level<br><br>Introduction to non-fiction texts structured in different ways   | <b>Fiction</b><br>Discussing the sequence of events in books and becoming increasingly familiar with and retelling fairy stories and traditional tales. Discussing their favourite words and phrases<br><br>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics<br>Recognising and joining in with predictable phrases | <b>Poetry</b><br>Listening to and discussing a wide range of poems, at a level beyond what is read independently. Appreciating rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings. Building a repertoire of poems learnt by heart, e and reciting some, with appropriate intonation.<br><br>Express views about contemporary & classic poetry | <b>Non-Fiction</b><br>Weird and wacky inventions. Identifying and summarising main ideas drawn from more than one paragraph<br><br><b>Modern Fiction</b><br>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions using a book from the reading spine. | <b>Fiction</b><br>Predicting what might happen from details stated and implied in 13-storey treehouse book.<br><br><b>Non-fiction</b><br>Non-chronological report text features. Authors and book reviews. | <b>Poetry</b><br>Seasons of splendour Tales told in tents/ outside spaces Exploring poetry and traditional tales focusing on the oral storytelling aspect of folk history.<br><br><b>Non - Fiction</b><br>Living by the sea. Recount and retrieve information. Words/ phrases that capture imagination | <b>Non-Fiction</b><br>Extraordinary evolution and our future. A journey of life, civilisation and what they taught us. Retrieve and record information.<br><br><b>Modern Fiction</b><br>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | <b>Fiction</b><br>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.<br><br><b>Non-fiction</b><br>Mysteries – identify and discuss themes and conventions within mystery/ detective writing | <b>Poetry - Extreme Weather</b><br>Drawing description using poetic devices and forms. Reading and analysing a variety of poems.<br><br><b>Non-fiction</b><br>Retrieve, record and present information. Identify how language, structure and presentation contribute to meaning. | <b>Shakespeare and 19<sup>th</sup> Century texts</b><br>Selecting quotes from text. Simple analysis of quotes and use of PEER paragraphs. Identifying language techniques used.                 | <b>Modern Texts</b><br>Identifying language techniques used.<br><b>Poetry</b><br>Understanding narrative structure Identifying rhythm and rhyme scheme and links to tone. Key poetic terms and identifying the key theme | <b>Fiction</b><br>Sentence types. Using a range of language features: simile, metaphor, alliteration, personification etc. and using a range of punctuation.<br><br><b>Non-Fiction</b><br>Famous speeches – analysis of features          | <b>Shakespeare and 19<sup>th</sup> Century texts</b><br>Making credible comparisons between different texts and authors perspectives. Refer to texts and context using PEER paragraphs. | <b>Modern Texts</b><br>Analyse and evaluate relevant aspects of language, grammar and structure<br><b>Poetry</b><br>Comparing narrative structure informed by context and viewpoint   | <b>Modern Texts</b><br>Creative writing Consider extracts from specific genres and the impact of vocabulary and structures.<br><b>Non-Fiction</b><br>Read a range of reviews and media articles commenting on their purpose and audience. |
| Writing Composition                  | <b>Non-fiction</b><br>Newspaper report based on a mystery e.g. 3 bears, mystery footprints, crime scene<br><br>Non chronological report about Christmas tradition. How to build a snowman. Composing a sentence orally before writing it. Re-reading what they have written | <b>Fiction</b><br>Using a capital letter in the right places, and the personal pronoun 'I'. Writing or written output- days of the week. Story map and story structure. Write a character description e.g. wanted poster Composing a sentence orally before writing it. Re-reading what they have written   | <b>Poetry</b><br>Write poetry with different structures: -Haiku -Limerick -Alliteration  | <b>Non-Fiction</b><br>Create your own invention. Design and label it with an explanation about what it does.  | <b>Fiction</b><br>Design your own 13-storey treehouse<br><br><b>Non-fiction</b><br>Plan and draft a book review of your favourite book, graphic novel. Write a letter to your favourite author.            | <b>Poetry</b><br>Seaside poems designed and told using narrative and free form styles.<br><br><b>Non-Fiction</b><br>Vivid description by the sea. Extend sentences and conjunctions in descriptions. Write a diary extract/ letter in a bottle. Email.   | <b>Non-fiction</b><br>Write report using persuasive devices linked to 'How we can make a better world'.<br><br><b>Non-Fiction</b><br>Complete a real-life mystery report   | <b>Fiction</b><br>Literary Heritage – write an alternative ending/ sequel<br><br><b>Non-fiction</b><br>Draft and write a fictional short story based on a chosen class novel   | <b>Poetry</b><br>Create and perform/ record a piece of poetry based on a form of extreme weather<br><br><b>Non-fiction</b><br>Climate Change posters and text with persuasive devices.   | <b>19<sup>th</sup> Century Texts/ Shakespeare</b><br>Incorporate creative writing e.g. diary entry, letter writing, persuasive letter paragraphs. Create written responses using PEE paragraphs | <b>Modern Texts</b><br>Consider explicit information and viewpoints and respond using PEER techniques.<br><b>Non-Fiction</b><br>Creating a narrative poem using learned poetic techniques.                               | <b>Fiction</b><br>Structuring a story with a beginning, middle and end using language techniques.<br><br><b>Non-Fiction</b><br>Design a speech using features of persuasive writing. PEE paragraph analysis. Using persuasive techniques. | <b>19<sup>th</sup> Century Texts/ Shakespeare</b><br>Develop a response to explicit and implicit meanings of texts with coherence with textual references to support responses          | <b>Modern Texts</b><br>Summarise and evaluate with accuracy and understanding. Make valid responses to implicit meanings<br><b>Poetry</b><br>Analyse aspects of language, form and structure<br><br><b>Non-Fiction</b><br>Writes newspaper article/ review relating to chosen current topic |   |
| Texts to Follow                      | Olaf's frozen Adventure   | The Hungry Caterpillar<br>Prince Cinders<br>Jim and the Beanstalk   | Caterpillar cake<br>Zim zam zoom<br>Owl and the pussy cat<br><br>The puffin book of fantastic first poems<br>Nursery rhymes.<br>Poems with haiku, limerick/  | Any fictional book from the reading spine to study as a class.  | 13-storey Treehouse by Andy Griffiths<br>OR The Dragon Machine by Helen Ward   | The Magic Paintbrush by Julia Donaldson<br><br>Lighthouse Keepers Lunch  | How to make a better world by Keilly Swift<br>Plastic Sucks by Dougie Poynter<br><br>Any modern fiction story from the reading spine   | Peter Pan by J.M. Barrie OR Wind in the Willows by Kenneth Graeme<br><br>Real-life mysteries – can you explain the unexplained?  | In the bleak midwinter by Cristina Rossetti<br><br>I asked the river by Valerie Bloom<br>Greta and the Giants<br>What a Waste by Jess French   | Shakespeare Play -Romeo and Juliet<br><br>19 <sup>th</sup> Century Novel – Oliver Twist   | Private Peaceful OR Of Mice and Men<br><br>Narrative poems from different time periods e.g. The Highway Man – Alfred Noyes;  | Kensuke's Kingdom and Treasure Island comparison (extracts)   | Shakespeare Play – Macbeth<br><br>19 <sup>th</sup> Century Novel – A Christmas Carol  | Animal Farm<br>An Inspector Calls<br>Power and Conflict poem set<br>Unseen Poetry and modelled analysis   | The Woman in Black by Susan Hill  |

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|  |  |  | alliteration structure |  |  |  |  |  | Susan Martineau |  |  |  |  |  |  |  |
| <b>Further examples of texts to use can be found on the school cultural reading spine document</b> |  |  |                        |  |  |  |  |  |                 |  |  |  |  |  |  |  |

|   | Pre key stage learning (Junior)   |  |  | Functional Literacy (Senior)   |   |   |
|---|---|--|--|--|---|---|
|   | Autumn  | Spring   | Summer   | Autumn   | Spring  | Summer  |
| Speaking, Listening and Communication<br>    | <b>Out of this World!</b><br>Create and present an imaginary character  | <b>Let's go!</b><br>Favourite place to go and explain.<br><br>Listen and follow instructions linked to the situation                               | <b>Up, Up and Away!</b><br>Environmental sounds and senses.  | <b>Out of this World!</b><br>If I was anything I would be...<br>Describe and answer questions                                    | <b>Let's go!</b><br>Talk about events and link to their own experiences.<br>Ask questions where appropriate   | <b>Up, Up and Away!</b><br>Present information about a country  |
| Reading<br>                                  | Fairy tale adventures, fictional stories<br><br>Non-fiction – the world around us. Listen to junior news reports.   | Functional words/ symbols in different contexts.<br>Read a menu, shopping list etc.<br>Read clues, directions.                                     | Reading postcard/letter from abroad.<br>Read about other cultures and traditions.  | Fictional stories – read a paragraph and discuss.<br><br>Non-fiction<br>Consider the world around us. News reports               | Job roles and industries<br>Look at job adverts and where they might be advertised e.g. online, newspapers etc.   | Travel book and brochures about a place in the world<br><br>Understanding the journey of a refugee                                  |
| Writing Composition<br>                    | Labels of key features in a story and writing new names.<br><br>Fact files using a keyboard   | Writing a shopping list<br><br>Labelling different places within the community.<br><br>Matching and writing places using a keyboard                | Label different transport methods.<br><br>Writing linked to role play.<br><br>Write a ticket/ postcard.  | Re-write the ending to the story<br><br>Title of a newspaper report and filling the key words                                    | Write a C.V.<br>Personal Information and completion of application forms  | Fact file about a place in the world<br><br>Travel and tourism<br>The life of a refugee – label feelings at stages of their journey |
| Texts to Follow Cultural reading spine<br> | <i>Smeds and Smoos by Julia Donaldson</i><br>Aliens love underpants!<br>Great fairy tale disaster by David Conway<br>You choose –space/fairy tales by Pippa Goodhart<br>The way back home- Oliver Jeffers | You choose by Pippa Goodhar<br><br><i>Auroras Gist by Emily Bunny</i><br><br><i>Pablo goes shopping</i><br><br>The Shopping Basket John Burningham | <i>Julian is a mermaid by Jessica Love</i><br><br><i>Dear Earth by Isabel Otter</i><br><br><i>Little Glow by Katie Shahota</i><br><br><i>Supertato Carnival-Castro-pea! By Sue Hendra and Paul Linnet</i><br><br><i>Little Glow by Katie Shahota</i> | <i>Look Up! by Nathan Byron and Dapo Adeola</i><br><br><i>The Moon Speaks by James Carter</i><br><br><i>Harry Potter extract</i> | <i>Oh the Places you'll go by Dr. Seuss</i><br><br><i>Astro Girl by Ken Wilson-Max</i><br><br><i>Little People, Big Dreams biographies.</i><br>A variety of job adverts | <i>At the Seaside- Robert Louis Stevenson</i><br><br><i>The Journey by Francesca Sanna</i>  |