



Limehurst Primary School Whole School Overview

Cycle B		English				
At Limehurst School, we teach English by following the Literary Curriculum (Literacy Tree). The Literary Curriculum is a complete, thematic approach to the teaching of primary English that places children’s literature at its core. The Literary Curriculum immerses children in a literary world, therefore creating strong levels of engagement to provide meaningful and authentic contexts for primary English. Children become critical readers and acquire an authorial style as they encounter a wide-range of significant authors and a variety of fiction, non-fiction and poetry. Children explore at least 115 literary texts and experience at least 90 unique significant authors as they move through the school. It provides complete coverage of all National Curriculum expectations for writing composition, reading comprehension, grammar, punctuation and vocabulary, as well as coverage of spelling and phonics. All plans lead to purposeful application within a wide variety of written outcomes. At our school, the Literacy Tree texts are mapped out across over a two year cycle to ensure progression and National Curriculum coverage across all year groups, including composite classes. Children will experience aspects of the National Curriculum within each phase on multiple occasions over the two years, for a range of audience and purpose, embedding knowledge and skills by over-learning.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Overview	Communication and Language -The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Nursery	Within the Autumn term the children have a ‘book of the week’ which is shared every day. Through these short sessions children begin to learn concepts of print. They are also introduced to the ‘Rhyme of the week’.		Within the Spring term the daily book of the week sessions continue and some simple comprehension is included. The rhyme of the week also features in the Spring term. The children also now have a daily phonics session.		Within the summer term the book of the week sessions are extended to include further comprehension. We introduce ‘Poem of the week’ using the poetry basket. Children continue daily phonics sessions and these now include the more difficult aspects 5 (alliteration) and 7(blending and segmenting).	
	Focus remains on the Prime Areas for the Autumn Term. Communication and Language skills are paramount to developing good Literacy skills.		<ul style="list-style-type: none">Engage in extended conversations about stories, learning new vocabularyFills in the missing word or phrase from a known rhyme, story or game.	<ul style="list-style-type: none">Imitates adult’s writing by making continuous lines or shapes and symbols from left to right.Repeats and uses actions, words or phrases from familiar stories.	<ul style="list-style-type: none">Understand the five key concepts about print:<ul style="list-style-type: none">print has meaningprint can have different purposeswe read English text from left to rightthe names of the different parts of a bookpage sequencing	<ul style="list-style-type: none">Write some letters accurately.Write some or all of their name Develop their phonological awareness, so that they can:<ul style="list-style-type: none">begin to spot rhymescount or clap syllables in a wordrecognise words with the same initial sound, such as money and motherUse some of their print and letter knowledge in their early writing
Reception	Text Little Red Hen 3 Little Pigs Goldilocks Joining in with repeated refrains Understand 5 concepts of print. Sequencing Re-telling Name writing Oral blending and segmenting	Text It Was a Cold Dark Night Leaf Thief Wide Awake Hedgehog Orally re-telling stories. Creating story maps Sequence stories – use vocabulary of beginning, middle and end. Building/writing cvc words	Text Emperors Egg The Black Rabbit Can’t You Sleep Little Bear Owl Babies Guided/shared writing based around developing short sentences in a meaningful context.	Text Walking through the jungle. Somebody Swallowed Stanley. Somebody Crunched Colin Develop own narratives. Guided/shared writing based around developing short sentences in a meaningful context. Showing awareness of finger spaces when writing	Text What the Ladybird Heard. Peepo Martha Maps it Out. Once there were Giants Titch Use story language when acting out a narrative. Can explain main events of a story Writes simple captions/sentences using finger spaces. Shows awareness of full stops and capital letters	Text Handa’s Surprise Olivers Vegetables Supertato Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions, and reactions. Writes simple captions/sentences using finger spaces. Shows awareness of full stops and capital letters



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Year 1/2	<p>Cave Baby Narrative retellings Labels and captions Informal letters</p> <p>Naughty Bus Own adventure stories Letters Diaries Sequels Non-chronological reports</p> <p>The Journey Home Persuasive letters Posters Lists Postcards Wanted posters Information reports Short stories</p>	<p>We Are Water Protectors Environmental campaign Descriptive non-fiction Life-cycles Character description</p> <p>Astro Girl Fact files About being astronauts Writing in role Commands 'How to' guides</p> <p>Toys in Space Own version fantasy world narrative Found posters Diary entries Speech bubbles Notes of advice Space logs Invitations fantasy setting descriptions</p>	<p>Beegu Own version alien narratives Descriptions Commands Letters Nonsense-word dictionary Poems Non-fiction reports</p> <p>Tadpole's Promise Own version narratives Simple explanations Speech and thought bubbles Setting descriptions Extended explanations</p> <p>Leo And The Octopus Fact file 'This is Me' posters Letters of advice Factual descriptions Logbooks Scripts</p>	<p>The Owl And The Pussycat Rhyming poems Letters Interviews Lists Instructions</p> <p>The Odd Egg Egg spotter's guides (non-fiction reports) Thought and speech bubbles Diaries Letters Certificates</p> <p>Grandad's Camper Sequel narratives Labels Memories poems Interviews Photo album captions postcards</p>	<p>Lost and Found Own version losing/finding narratives Character descriptions Retellings Advice Instructions Non- chronological reports</p> <p>Ocean Meets Sky Own version fantasy world narratives Setting and character descriptions Labels Diaries Postcards Captain's logs Instruction Dialogue</p> <p>The Magic Bed Own version fantasy stories Setting descriptions Additional scenes Description of magical furniture Lists</p>	<p>The Great Fire of London Information booklets Persuasive posters Warning posters Speech bubbles Letters of advice Certificates</p> <p>Dadaji's Paintbrush Own version narrative Labels Captions Character comparisons Thought and speech bubbles Fact files</p> <p>Iggy Peck Architect Fact files Labels Captions Character comparisons Thought and speech bubbles</p>
Year 3/4	<p>Until I Met Dudley Two explanation texts (formal/informal) Letters Short explanatory paragraphs</p> <p>The First Drawing Own Historical narratives Character descriptions Diaries Recounts</p> <p>Tar Beach Narrative retelling as a play script Poetry Setting descriptions Formal letters Dialogue (as a script)</p> <p>Varmints Explanations Descriptive comparisons Retellings Setting descriptions poetry</p>	<p>The Tin Forest Persuasive information leaflets Persuasive posters Information leaflets Postcards Diaries Wishes Setting descriptions</p> <p>The Iron Man Mystery narratives Character descriptions Short news reports Letters of advice Menus (using descriptive devices) Poetry</p>	<p>Cinnamon Own version mythical tales Diaries Informal letters Dialogue Adverts Limericks and other poetic forms</p> <p>The Matchbox Diary Biography Dialogue Diary entry Retelling (oral dictation) Mini autobiography Fact file</p> <p>The Selfish Giant Own Version narratives about kindness Letters First person recounts Diaries Letters Posters Reports</p>	<p>The Pied Piper of Hamelin Own version myths/legends Writing in role Information reports Adverts Formal letters</p> <p>Black Dog Own version 'Suspense' narratives Postcards Dialogue Retellings Descriptions</p> <p>Odd and The Frost Giants Retellings- Alternative perspective Narrative recounts Character and setting descriptions Letters Short explanations</p>	<p>The Story of Tutankhamun Tutankhamun biographies Reports Instructions Character descriptions Diaries Newspaper Posters</p> <p>Weslandia Non-Chronological reports Retellings Character descriptions Book reviews</p> <p>The Lion, The Witch And The Wardrobe Own version narratives (set in other worlds) Poems Eyewitness reports Imaginary conversations Writing in role</p>	<p>The Day I Swapped My Dad Own version narratives Thought bubbles Missing scenes Diaries</p> <p>Jonathon Swifts Gulliver Character description, Informative posters, Persuasive leaflets, Log book entries (recount)</p> <p>Jabberwocky Nonsense poems Performance poetry Explanatory descriptions</p>
Year 5/6	<p>Windrush Child Persuasive pitch to the local council Thought bubble Informal letter Poem Diary entry Advice</p> <p>The Odyssey Epic stories Speeches (proclamation)</p>	<p>The Hidden Forest Balanced discussions Research notes Non-Chronological reports in the form of a letter to a character</p> <p>Can We Save Tiger? Discussion texts Letters Explanations Persuasive posters and speeches Simple poems</p>	<p>The Invention Of Hugo Cabret Biographies Diaries Journalistic writing Flashback narratives Speeches Discussions Letters Film critiques</p> <p>Hidden Figures Biographies</p>	<p>The Last Wild Own version dystopian narratives Posters Retellings Formal reports Character descriptions Diaries Formal letters</p> <p>Robot Girl Science-fiction narratives Discussions</p>	<p>The Wind In the Wall Extended gothic narrative Posters Figurative writing Descriptions Old English letter Dialogue</p> <p>Kaspar Prince Of Cats Newspaper articles Character descriptions Reports</p>	<p>Romeo and Juliet Playscripts Diaries Letters Narratives Character descriptions Balanced arguments</p> <p>The Lost Happy Endings Alternative perspective prequels Newspaper reports Extended responses to at text</p>



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	<p>Persuasive Soliloquy Dialogue Missing scenes Postcards Adverts</p> <p>The Arrival Extended own version narratives Letters Lists of rules Character descriptions Diaries Short playscripts Guides</p>	<p>The Tempest Setting description, Character descriptions /comparisons, Diary entry, Dialogue</p>	<p>Diaries Journalistic writing Flashback narratives Speeches Discussions Letters Film critiques</p> <p>Suffragette: The Battle for Equality Persuasive campaigns Formal letters Diaries Balanced arguments Speeches Short news reports</p>	<p>Debates Dialogue Character comparisons Reviews</p> <p>Boy In The Tower Own version narratives (past and present tense) Journalistic writing Formal letters Non-chronological reports</p>	<p>Letters Advertising leaflets Balanced reports</p> <p>Night Mail Poetry Letters Diaries Information leaflets Instructions</p>	<p>Some Places More Than Others Poems with similar structure Summaries Analysis and performance</p>
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