



Riverside Primary Academy



English Curriculum Overview - EYFS

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
CL Communication and Language Prime Area	EYFS 1 - Sing songs and rhymes matching one to one correspondence on fingers - daily activity. Read a range of stories pointing out details of number, colour, size or shapes. Develop favourites. (Environmental Sounds). Self-registration - to move reading skills on. Mark making and speaking & listening.	EYFS 1 - Vocabulary extension related to topic. Speaking & listening, Simple rhymes & stories, Listening to & following instructions. Self-registration - to move reading skills on.	EYFS 1 - Vocabulary extension related to house rooms & family members. Speaking & listening, Simple rhymes & stories, Listening to & following instructions, Self-registration - to move reading skills on - remove the photograph of pupils for Nursery 2 pupils to encourage letter recognition.	EYFS 1 - Extend vocabulary - animals Use collective nouns - herd of cows, parliament of owl, dazzle of zebra Matching animal pictures to the food that they eat.	EYFS 1 - Extend vocabulary - topic related, Matching photographs of range of fruit & vegetables & flowers. Identify roots, stem, flower & leaves.	EYFS 1 - Working collaboratively to develop imaginative play & role play through playing different characters from stories. Children to problem solve making 'dens' and 'camps' outside. What's in the treasure chest? - Vocabulary extension to describe items and what they could possibly be used for in their adventure.
	EYFS 2 - Descriptive language - extend vocabulary. Plan (and draw) the journey to the woods. Speaking & listening opportunities. Focus upon initial sounds when speaking and listening to spoken language.	EYFS 2 - Extend vocabulary to include decorations used at birthday parties and at Christmas. Writing cards, Christmas lists Making labels for displays and own models - 'a car by John'.	EYFS 2 - Extend vocabulary - animal names & use collective nouns e.g. shoal of fish, herd of cows. Read and write simple animal names.	EYFS 2 - Introduce vocabulary such as feathers, fur, skin & sort accordingly. Read and write simple animal names. Lists of what we might see at the Zoo Academy visit. Patient list / prescription for role play area (Vet)	EYFS 2 - Extend vocabulary to include a range of vehicles. Descriptive language Explore what the vehicle might be used for & who works in it. Role play - writing wanted posters, prescriptions, fire safety poster etc. Writing activities to express aspirations.	EYFS 2 - Extend vocabulary relating to summer clothing and beach toys and features. Write a post card to your friend. Write a five day diary of your holiday - a sentence or more every day for a week. Holiday booking forms, making passports to go to year 1. Read a list of holiday and summer words



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<p>Literacy Specific Area</p>	<p>EYFS 1 - Read a range of stories pointing out details of number, colour, size or shapes. Develop favourites.</p>	<p>EYFS 1 - Letter sounds and alphabet. Exaggerate sound of initial sound of pupils' names. (Listening and recognition) Read a range of stories pointing out details of number, colour, size or shapes. Develop favourites.</p>	<p>EYFS 1 - Letter sounds and simple blending of sounds. Exaggerate sound of initial sound of pupils' names. (Listening and recognition) Read a range of stories pointing out details of number, colour, size or shapes. Develop favourites.</p>	<p>EYFS 1 - Letter sounds and continuation of blending skills. Exaggerate sound of initial sound of pupils' names and animal words. (Listening and recognition) Read a range of stories pointing out details of number, colour, size or shapes. Develop favourites.</p>	<p>EYFS 1 - Letter sounds and continuation of blending - encouragement of triangulation grip for pencils. Exaggerate sound of initial sound of pupils' names and animal words. (Listening and recognition) Read a range of stories pointing out details of number, colour, size or shapes. Develop favourites. Learn to recognise their name on a</p>	<p>EYFS 1 - Letter sounds - blending and triangulation grip for pencils. Exaggerate sound of initial sound of pupils' names and animal words. (Listening and recognition) Read a range of stories pointing out details of number, colour, size or shapes. Develop favourites. Learn to recognise their name on a name card.</p>
	<p>EYFS 2 - RWI assessment in first weeks of term. RWI to start after assessments complete.</p>	<p>EYFS 2 - Formal RWI teaching in small groups.</p>	<p>EYFS 2 - Formal RWI teaching in small groups. RWI - embedded and taught at a rapid pace.</p>	<p>EYFS 2 - Formal RWI teaching in small groups. RWI - embedded and taught at a rapid pace.</p>	<p>EYFS 2 - Formal RWI teaching in small groups. RWI - embedded and taught at a rapid pace.</p>	<p>EYFS 2 - Formal RWI teaching in small groups. RWI - embedded and taught at a rapid pace.</p>



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English Curriculum Overview - Key Stage One

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 1	<p>Read Write Inc. Writing for a purpose through topics - all about me, writing about family, types of homes, what's important to me? Extended writing</p> <p><u>Poetry:</u> Rhymes about people, children, school - familiar settings.</p>	<p>Read Write Inc. Extended writing through topic - fairy tales and stories linking to toys.</p>	<p>Read Write Inc. Extended Writing Through Topic.</p> <p><u>Poetry:</u> Rhymes and poems about buildings and sky scrapers</p>	<p>Read Write Inc. Extended Writing Through Topic. Discuss real life and fantasy. What qualities can you see in a superhero? What special powers would you like to have? - create own character profile. Decide on a dilemma for your superhero to resolve.</p>	<p>Read Write Inc. Extended Writing Through Topic. Descriptive sentences. Selecting good adjectives</p>	<p>Read Write Inc. Extended writing opportunities through topic. Plan and recount of visit to Blumereef Non Chronological Reports of Sea Creatures</p> <p><u>Poetry:</u> Sea / Seaside and Creatures which live in the sea. Poems about the Great Outdoors</p>
Year 2	<p>Read Write Inc. (Focus on set 3 sounds)</p> <p>Extended Writing- recounts, Instructions,</p> <p><u>Poetry:</u> Harvest and Autumn</p>	<p>Read Write Inc. (Focus on Set 3 Sounds)</p> <p>Stories with familiar settings Letters - including to Santa.</p> <p><u>Poetry:</u> African Poetry</p>	<p>Read Write Inc. RWI Language and Literacy</p> <p>Design a poster or leaflet (Computing link). Pictures with captions Diary entry & role play - Samuel Pepys (visiting actor). Instructions and Recounts</p> <p><u>Poetry:</u> Great Fire of London Poems</p>	<p>Read Write Inc. RWI Language and Literacy</p> <p>Explanations and non-chronological reports relating to topic.</p> <p><u>Poetry:</u> Great Fire of London Poems</p>	<p>Read Write Inc. RWI Language and Literacy</p> <p>Stories with three parts. Reports on habitats for extended Topic Writing</p> <p><u>Poetry:</u> Poems about the Great Outdoors - Countryside and Wildlife.</p>	<p>Read Write Inc. RWI - Language and Literacy</p> <p>Poetry</p> <p>Story writing - Character development - include empathy. Recount (in topic work). Labels (related to a rock pool from coastline in topic work). Read a timetable links with data handling Read an atlas (relevant parts). <u>Poetry:</u> Poems about the great outdoors -</p>



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						Countryside and Wildlife.
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English Curriculum Overview - Lower Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 3 Language and Literacy RWI	<u>L&L</u> Unit 1 - Narrative Sand Wizards And Non Fiction Information Texts	<u>L&L</u> Unit 5 - Fiction: Mystery And Non Fiction - Non Chronological Reports. <u>L&L</u> Unit 6 - Fiction: Folk Tales And Non-fiction : Biography and Autobiography	<u>L&L</u> Continuation of Unit 6 if necessary			
Year 3	A range of reading and writing genres based around the topic and class novel. Instructions <u>Poetry</u> : Poems from the North East study of a north east poets - Geordie rhymes and verse SPAG	A range of reading and writing genres based around the topic and class novel. Poetry linked to topic	Poetry linked to topic during collapsed week Non-Fiction Persuasion Your A to Z Holiday Guide of Greece <u>Poetry</u> : Ancient Greek Poetry	Poetry linked to topic during collapsed week Myths and Legends The story of Medusa Theseus and the Minotaur Icarus	Poetry linked to topic during collapsed week Non-Fiction - Non Chronological about Durham and the cathedral visitors' guide. <u>Poetry</u> : Durham Poetry Past and Present SPAG	Poetry linked to sustainability or linked to topic during collapsed week Fiction: based around links to sustainability WALL Newspaper report on the Iron Man <u>Poetry</u> : Sustainability / Pollution.
Year 4	Write newspaper reports of battles or invasions. Recounts of visit. Reports. Non Chronological Reports	Narrative (Review the writing of a 3 part story i.e.: beginning, middle and end). Develop character and setting description and empathy in writing. <u>Poetry</u> : poems about friendship	Revise how to correctly label a scientific diagram. (Labels in pen, lines straight & in pencil, draw in pencil). Write an explanatory text about a volcanic eruption. Instructions. <u>Poetry</u> : disasters and their impact.	Poetry: from Indian Cultures Narrative - Stories from other cultures as the main focus use India as the setting for a narrative. Poetry: Indian Cultures RWI Fresh Start Intervention for identified pupils.	Diary entry for a life of a monk over a period of a week. (Example can be seen at Bede's World). Design plans of a Viking ship and label to reinforce diagram skills. Persuasive writing related to the topic. RWI Fresh Start Intervention for identified pupils.	Creating a story set in a sci-fi world. Setting / Characters / Dilemmas Topic Writing - Non chronological Report, Diary entry from a robots point of view. <u>Poetry</u> : relating to Technology / robots RWI Fresh Start Intervention



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for identified pupils.

English Curriculum Overview - Upper Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 5	<p>A variety of Reading and writing genres linked to The BFG and The Tudors Poetry</p> <p><u>Poetry:</u> Tudor Poems</p> <p>RWI Fresh Start Intervention for identified pupils.</p>	<p>A variety of reading and writing genres linked to The BFG, space and Macbeth.</p> <p>RWI Fresh Start Intervention for identified pupils.</p>	<p>A variety of reading and writing genres linked to Rainforests and Harry Potter.</p> <p><u>Poetry</u> - Water and Rainforests / Free Verse</p> <p>RWI Fresh Start Intervention for identified pupils.</p>	<p>A variety of reading and writing genres linked to Harry Potter.</p> <p>RWI Fresh Start Intervention for identified pupils.</p>	<p>A variety of reading and writing genres linked to Oliver Twist and Victorians.</p> <p><u>Poetry:</u> Victorian Poets</p> <p>RWI Fresh Start Intervention for identified pupils.</p>	<p>Reading and performing play scripts to improve speaking to an audience. Continue writing genres related to Victorians.</p> <p>RWI Fresh Start Intervention for identified pupils.</p>
Year 6	<p>A variety of Reading and Writing linked to Kensuke's Kingdom and Outdoor Adventures.</p> <p>RWI Fresh Start Intervention for identified pupils.</p>	<p>A Variety of Reading and Writing genres linked to Ancient Egypt.</p> <p><u>Poetry:</u> Ancient Egyptian Poetry</p> <p>RWI Fresh Start Intervention for identified pupils.</p>	<p>A variety of Reading and Writing genres linked to World War II and Friend or Foe.</p> <p><u>Poetry:</u> WWII poems and poets</p> <p>RWI Fresh Start Intervention for identified pupils.</p>	<p>A variety of Reading and Writing Genres linked to World War II.</p>	<p>A variety of Reading and Writing Genres linked to Wonder.</p> <p>Stand-alone pieces of writing.</p>	<p>Public speaking with confidence verbally and in body language. Rehearsing for the KS2 production. Investigating how traditional tales are adapted and amended to engage and entertain audiences. Investigate rhyming patterns within performance poetry. Revision of the features of a play script and the key roles to be played. Auditions to be held for speaking parts. What are</p>



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						<p>the attributes of a good actor?</p> <p>Rehearsing for the Y6 Leaver's Assembly. Consolidating all skill from the KS"2 production (Incorporate memories and favourite school moments including subjects & dance festival performance). from the KS"2 production (Incorporate memories and favourite school moments including subjects & dance festival performance).</p>
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