



Ellesmere College
English Curriculum Overview 2019/20



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--|--|---|--|---|---|
| EYFS | <p>Tiger's toothbrush</p> <p>Is this my nose?</p> <p>That's not my teddy</p> <p>Listening and attention Understanding Speaking Reading Writing</p> | <p>We all go travelling by</p> <p>That's not my train</p> <p>The train ride</p> <p>1 to ten and back again</p> <p>Listening and attention Understanding Speaking Reading Writing</p> | <p>That's not my penguin</p> <p>Hush little polar bear</p> <p>Snowballs</p> <p>Winter</p> <p>Listening and attention Understanding Speaking Reading Writing</p> | <p>Baby touch: farm</p> <p>Busy farm</p> <p>Oh dear- Rod Campbell</p> <p>Listening and attention Understanding Speaking Reading Writing</p> | <p>Creepy crawly calypso</p> <p>Never touch a spider</p> <p>Where is the Hungry Caterpillar?</p> <p>Listening and attention Understanding Speaking Reading Writing</p> | <p>Pop up peekaboo under the sea</p> <p>Hooray for fish</p> <p>Tip tap went the crab</p> <p>Where is little fish?</p> <p>Listening and attention Understanding Speaking Reading Writing</p> |
| KS1 | <p>From head to toe</p> <p>The growing stories</p> <p>Marvellous me</p> <p>Non- fiction Recount</p> | <p>Mr Gumpy's outing</p> <p>The naughty bus</p> <p>Oi! Get off our train</p> <p>Duck in the truck</p> <p>Non- fiction Information texts Poetry</p> | <p>Snowball by Sue Hendra</p> <p>Blue penguin</p> <p>Polar bear, polar bear what do you hear?</p> <p>Text for pleasure: The rainbow bear</p> | <p>Baby touch: farm</p> <p>Busy farm</p> <p>Oh dear- Rod Campbell</p> <p>Poetry</p> | <p>Walter's Wonderful Web</p> <p>Aaargh spider</p> <p>Very Hungry Caterpillar</p> <p>Non- fiction Instructions</p> | <p>Sharing a shell</p> <p>Rainbow fish</p> <p>Barry the fish with fingers</p> <p>What's more scary than a shark?</p> <p>Poetry</p> |
| KS2 | <p>Oliver's vegetables</p> <p>When I grow up</p> <p>Can't you sleep little bear?</p> <p>Non- fiction Recount</p> | <p>Lost and found</p> <p>Rosie's walk</p> <p>The Jolly Christmas Postman</p> <p>The Magic Bed</p> <p>Non- fiction Information texts Poetry</p> | <p>One snowy night</p> <p>Emperor's egg</p> <p>Supertato evil pea rules!</p> | <p>Farmer Duck</p> <p>Giant turnip</p> <p>What the ladybird heard</p> <p>Poetry</p> | <p>The bad tempered ladybird</p> <p>The giant jam sandwich</p> <p>Tadpole promise</p> <p>Mad about minibeasts</p> <p>Non- Fiction Instructions</p> | <p>Tiddler</p> <p>The singing mermaid</p> <p>Starry eyed Stan (twinkl book)</p> <p>Seaside poems</p> <p>Commotion in the ocean</p> <p>Secrets of the seashore shine a light (light sources)</p> <p>Twinkle twinkle squiglet piglet</p> |
| Year 7 Learning for Life | <p>Funnybones</p> <p>Exploring thoughts, feelings, emotions and opinions through</p> | <p>Treasure Island</p> <p>Describing a place/setting; character studies; plot outlines; and</p> | <p>The Adventures of Captain Underpants</p> <p>Creating a comic book/strip using direct/indirect</p> | <p>The Easter Story / St. George and the Dragon</p> <p>Stories from different cultures, religions and</p> | <p>Aesops' Fables</p> <p>Orally retelling stories; creating non-fiction texts on caring for animals;</p> | <p>Jack and the Beanstalk</p> <p>(versions of) Poetry focussed around Roald Dahl's Revolting Rhymes;</p> |



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| KS3 High Needs | diary entries and recounts. | storytelling (Boxing Clever). | speech and beginning to look at text structure (inc. newspaper reports). | backgrounds; comparing and contrasting; exploring myths and legends. | information, explanation texts. | comparing and contrasting text styles/purposes. |
| KS3 Connecting & Responding | Where the Wild Things Are Exploring thoughts, feelings, emotions through personal pronouns (I, me and my) | We're Going on a Bear Hunt Monster-hunting/making using words (adjectives and adverbs) to describe. | Supertato! Using conjunctions (and, so, but, because) to give and justify opinions. Why save the Veggies? | A Little Bit Brave / The Easter Bunny Ordering and sequencing events. Recalling key facts. Retelling some parts of stories. | The Tortoise and the Hare Using verbs and adverbs to explain the way in which and how characters/things move. | Three Little Pigs Performing Arts. Acting out the story as a performance with set roles and lines. |
| Year 8 & 9 Learning for Life | Mr. Majeika Daily routines; diaries; recounts; thoughts; feelings; opinions; discussion. | Ultimate Football Heroes Non-fiction texts about sports and other activities; profiles; biographies etc. | World's Worst Children Imaginative writing: creating own entries/short stories for the book(s). | The Borrowers Character studies through performance and drama. | Journey (picture book) Describing the journey of the main character; describing settings/places; describing action. | Charlie and the Chocolate Factory Non-fiction texts. Creating reviews, leaflets, posters for structure, audience and purpose (inc. persuasive letter for trip) |
| Year 8 & 9 Stretch & Challenge | The Turbulent Term of Tyke Tiler Expressing thoughts, feelings, opinions and emotions through diaries, recounts and daily routines. | Guinness World Records Reading non-fiction; planning, writing about and reporting on World Record Attempts (inc. newspaper reports / interviews). | Mr. Stink Character studies and profiles. Comparing and contrasting different characters. Using speech to re-create or re-imagine conversations had interactions from story. | The Lion, The Witch and The Wardrobe Reading comprehension; inference; following the story; retelling orally and sequencing chronologically. | Fantastic Beasts and Where to Find Them / Flanimals Imaginative writing: creating descriptive passages of texts for imaginary creatures and beings; exploring (extracts from) non-fiction, fantastical texts | Charlie and the Chocolate Factory Non-fiction texts. Creating reviews, leaflets, posters for structure, audience and purpose (inc. persuasive letter for Cadbury's trip) |
| KS4 Connecting & Responding | Listening and Responding to other people | We're Going on a Bear Hunt Speak (or use other means) to communicate | Supertato! Engage in discussion with other people | A Little Bit Brave / The Easter Bunny Show some interest in reading | The Tortoise and the Hare Show some response to reading | Three Little Pigs Recognise objects and symbols |
| KS4 High Needs | | The Gruffalo / The Gruffalo's Child Speak (or use other means) to communicate | | | | |
| KS4 Learning for Life | Frankenstein (Graphic Novel) Abridged text extracts and study of monsters. Orally retelling parts of the story, sequencing, recalling key facts and events. | Myths & Legends (inc. Greek, other cultures) Exploring tales of epic heroes and battles with mythical monsters (Hercules, Apollo, Medusa etc.) Monster-making describing and | Non-fiction texts about health and wellbeing Reading comprehension; answering questions; making inferences; identifying genres and types of texts and their features. | Creating information texts around Easter Structuring and organising work (non-chronological report) in different ways for audience and purpose (e.g. information text, discussion text). | Where Zebras Go (Poetry anthology) Animal-based poetry. Focus on reading and understanding. Begin to explore rhyme and patterns. Start to analyse language and structure choices. | Please Mrs. Butler (Poetry anthology) Reading, reviewing and discussing; justifying opinions. Writing reviews. Comparing and contrasting. Performing reviews/poems |



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| | | imaginative writing. | | | | aloud (to an audience). |
| KS4 Stretch & Challenge | Frankenstein In-depth text analysis of 19 th Century Fiction; Identifying and interpreting explicit and implicit information and ideas; Selecting and synthesising text evidence. | Harris Burdick Explore and Develop Imaginative Writing Skills (Suspense & Gothic Horror); Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. | Non-fiction (unseen): war/conflict Non-fiction unseen text extracts (OCR spec.) Theme: War/Conflict; Evaluate texts critically and support this with appropriate textual references | Transactional Writing Communicating (e.g. letters/emails); persuading (e.g. speeches) and informing (e.g. newsletters) Organising information and ideas, using structural and grammatical features to support coherence / cohesion of texts. | Macbeth Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views; Listen and respond appropriately to spoken language including to questions and feedback to presentations. | John Cleveland (Poetry Anthology) Formal oral presentation and performance: Listen and respond appropriately to spoken language including to questions and feedback to presentations; Use spoken standard English effectively in speeches and presentations. |
| Post 16 High Needs | Speaking and Listening Speaking and Listening in the workplace inc. following instructions, politeness and introducing myself. | Speaking and Listening Asking questions to find out information. Hold (telephone) conversations with people. | Reading Follow a sequence of symbolised activity to complete a task linked to work e.g. recipe, instructions to make/do something | Reading Read simple key words on an application form e.g. name, address. Reading and relayinf information about others. | Writing Communicating facts about myself; making lists of equipment; spelling job-related words. | Writing Communicating short messages to others through a range of mediums (text, notes, emails etc.) Responding to a range of questions. |
| Post 16 Learning for Life | Speaking and Listening (Gateway Entry 1-2) Speak to Communicate Speak clearly to be heard and understood in straightforward exchanges. Respond to straightforward questions. | | Reading (Gateway Entry 1-2) Read for Information Identify common sources of information. Locate specific information in short printed and electronic resources. | | Writing (Gateway Entry 1-2) Write to Communicate Use written words and phrases, including adjectives, to record or present simple information. Select and use an appropriate format and basic style to match the purpose of their writing. | |
| Post 16 Stretch & Challenge | Speaking and Listening (Gateway Entry 3 – Level 1) Speak to Communicate Express statements of fact, explanations, instructions, accounts and descriptions. Respond to questions from others. | | Reading (Gateway Entry 3 – Level 1) Read for Information Use organisational and structural features to locate information e.g. paragraphs, contents list Locate and understand information from different printed and online sources. | | Writing (Gateway Entry 3 – Level 1) Write to Communicate Identify purpose and audience for writing. Select an appropriate format. Use appropriate planning techniques to produce a first draft. | |