


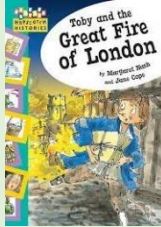
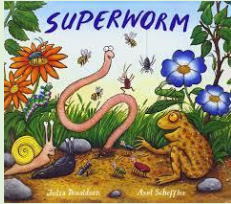


# St. Wilfrid's CE Primary Academy Curriculum Overview 2022-2023

## English



Year	Autumn Term		Spring Term		Summer Term	
<b>Reception</b>						
<b>Focus Text</b>	<p><b>'Starting school'</b> by Janet and Allan Ahlberg</p> 	<p><b>The Christmas story</b></p> 	<p><b>'The Journey home from Grandpa's'</b> by Jemima Lumley</p> 	<p><b>We're going on an egg hunt</b> by Martha Mumford</p> 	<p><b>Goldilocks and the Three Bears</b></p> 	<p><b>'Jack and the Beanstalk'</b> by Mara Alperin</p> 
<b>Other Reading texts</b>	<p>'The Growing Story' by Ruth Krauss' Funny Bones' Janet and Allan Ahlberg</p>	<p>'Dear Santa' by Rod Campbell Nativity story</p>	<p>'I wish I were a pilot' Stella Blackstone 'Walking through the jungle' Julia Lacome Non-fiction books on transport, finding out</p>	<p>'Dinosaur Roar' by Paul &amp; Henrietta Stickland Easter Story Dinosaur poems, non-fiction dinosaur books</p>	<p>The Gruffalo' Julia Donaldson Traditional stories</p>	<p>The Very Hungry Caterpillar- Eric Carle Non-fiction farm books</p>
<b>Poetry</b>	<b>Daily Read and Recite:</b> Collection of rhymes, poems and songs	<b>Daily Read and Recite:</b> Collection of rhymes, poems and songs	<b>Daily Read and Recite:</b> Collection of rhymes, poems and songs	<b>Daily Read and Recite:</b> Collection of rhymes, poems and songs	<b>Daily Read and Recite:</b> Collection of rhymes, poems and songs	<b>Daily Read and Recite:</b> Collection of rhymes, poems and songs
<b>Writing</b>	Correct letter formation Writing names	Letters, Lists Invitations, cards The Nativity Story	Labelling, instructions & Sentences	Poetry, Non-fiction. Instructions & Adjectives Mothering Sunday poems and descriptions.	Traditional tales, Drama Billy Goats' Gruff, 3 Little Pigs, Gingerbread Man, The Little Red Hen etc. Instructions	Non-fiction finding out using different ways. Labelling, close activities, alphabetical order, recount, sentences retelling and ordering stories.
<b>Phonics</b>	Phonics Phase 1 aspects 5,6,7 Phase 2 as children are ready	Continue Phase 2 and introduce Phase 3 when children are ready	Phase 2 and Phase 3	Phase 3	Phase 4 recap all sounds	Phase 4 recap all sounds and key words

Year	Autumn Term		Spring Term		Summer Term	
1						
<b>Focus Text</b>	<b>Percy the Park Keeper- After the storm</b> by Nick Butterworth 		<b>'Toby and the Great fire of London'</b> by Margaret Nash and Jane Cope 		<b>Superworm</b> by Julia Donaldson 	
<b>Other Reading texts</b>	<b>Supermarket Zoo</b> by Caryl Hart  <b>Not a stick</b> by Antoinette Portis  <b>The Gruffalo</b> by Julia Donaldson	<b>Harvey Slumfenburger</b> by John Burningham  <b>The Girl with the Yellow Bag</b> (Literacy Shed)  <b>Non-fiction- plants and trees</b>	<b>Nell Saunder's Diary</b>  <b>The Great Fire of London: An Illustrated History of the Great Fire of 1666</b> by Emma Adams  <b>The Great Fire of London</b> by Liz Gogerly	<b>Vlad and the Great Fire of London</b> by Kate Cunningham  <b>Why do we remember? The Great Fire of London</b> by Izzi Howell	<b>Caterpillar Shoes</b> (Literacy Shed)  <b>The Woolly Bear Caterpillar</b> by Julia Donaldson  <b>The Big Book of Bugs</b> By Yuval Zommer	<b>Peep Inside: Bug Homes</b> By Anna Milbourne and Simona Dimitri  <b>Insect Detective</b> by Steve Voake  <b>Do You Love Bugs?</b> by Matt Robertson
<b>Poetry</b>	<b>Read, Analyse and Recite:</b> Thirty Days hath September	<b>Read, Analyse and Compose:</b> List Poems	<b>Read and Analyse - Narrative:</b> A Tiny Burning Flame	<b>Read, Analyse and Recite:</b> Here is the Seed by John Foster	<b>Read, Analyse and Compose- Poetic forms and device:</b> Shape Poems	<b>Read and Analyse - Classic:</b> Caterpillar by Christina Rosetti
<b>Writing</b>	<b>(NF) Baseline Informal letter:</b> Introducing themselves ( <i>informal</i> )  <b>(N) Literary Description:</b> Setting description of park  <b>(NF) Discussion:</b> Should the park close down? ( <i>informal</i> )	<b>(N) Narrative:</b> Own story of Harvey Slumfenburger  <b>(NF) Explanation:</b> Leaflet on trees ( <i>formal</i> )  <b>(P) List Poem</b>	<b>(NF) Recount:</b> Diary of the Great Fire of London ( <i>informal</i> )  <b>(N) Literary Description:</b> Character description of Toby  <b>(NF) Instructions:</b> How to make bread – modern and at the time of the Great Fire ( <i>formal</i> )	<b>(NF) Recount:</b> Newspaper report 'Great Fire of London' ( <i>informal/formal</i> )  <b>(N) Playscripts:</b> Based on the Great Fire of London  <b>(N) Historical Narrative:</b> flea on a cat/dog racing through London.	<b>(N) Narrative:</b> Retell Superworm  <b>(NF) Police Report:</b> Find Superworm ( <i>formal</i> )  <b>(P) Shape Poem:</b> minibeasts	<b>(NF) Letter:</b> Martin Mere ( <i>formal</i> )  <b>(N) Narrative:</b> Own story about a different animal that becomes a superhero.  <b>(NF) Non-Chronological report:</b> Minibeasts ( <i>formal</i> )
<b>Phonics</b>	Recap Phase 3	Phase 4	Phase 4	Phase 5	Phase 5	Phase 5

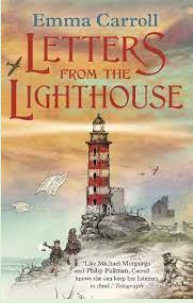
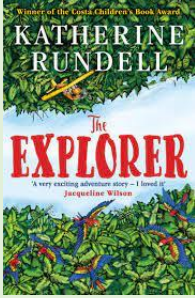
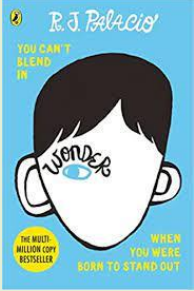
Year	Autumn Term		Spring Term		Summer Term	
2						
<b>Focus Text</b>	<p><b>'Katie Morag's Island Stories'</b> by Mairi Hedderwick</p> 		<p><b>'The Boy who Biked the World'</b> by Alastair Humphreys</p> 		<p><b>'The Owl Who Was Afraid of The Dark'</b> by Jill Tomlinson</p> 	
<b>Other Reading texts</b>	<p><b>Horrid Henry's Holiday</b> by Francesca Simon</p> <p><b>At the Beach</b> by Roland Harvey</p> <p><b>The Lighthouse Keepers Lunch</b> By Ronda &amp; David Armitage</p> <p><b>Matilda's Cat and Dogs</b> by Emily Gravett</p>	<p><b>Something Fishy</b> (Literacy Shed)</p> <p><b>Above and Below: Sea and Shore</b> by Harriet Evans &amp; Hannah Bailey</p> <p><b>Clean up</b> by Nathan Bryon and Dapo Adeola</p>	<p><b>Journey</b> by Aaron Becker</p> <p><b>Astro Girl</b> by Ken Wilson-Max</p> <p><b>Amelia Earhart (Little People, Big Dreams)</b> By Isabel Sanchez Vegara</p>	<p><b>George and the Dragon</b> by Christopher Wormell</p> <p><b>The Dragon Machine</b> by Helen Ward</p> <p><b>Instructions</b> by Neil Gaiman</p>	<p><b>The Journey Home</b> by Frann Preston-Gannon</p> <p><b>Weird and Wonderful Extinct Animals</b> by Cristina Banfi</p>	<p><b>Non-fiction Polar facts</b></p> <p><b>'The Little Polar Bear'</b> by Hans de Beer</p> <p><b>Big Picture Atlas</b> by Emily Bone &amp; Daniel Taylorso is there so are we not needed tonight</p>
<b>Poetry</b>	<p><b>Read and Analyse - Narrative:</b> Lucky Pebble by Amy Ludwig VanDerwater</p>	<p><b>Read, Analyse and Compose - Poetic forms and device:</b> Acrostic</p>	<p><b>Read, Analyse and Recite:</b> Child's Song in Spring by E. Nesbit</p>	<p><b>Read, Analyse and Recite:</b> The Moon by Robert Louis Stevenson</p>	<p><b>Read and Analyse - Classic:</b> Nature Trail by Benjamin Zephaniah</p>	<p><b>Read, Analyse and Compose:</b> The Sound Collector by Roger McGough</p>
<b>Writing</b>	<p><b>(NF) Baseline Post card:</b> write <i>about a holiday linked to Horrid Henry</i></p> <p><b>(NF) Non-chronological report:</b> <i>Cats</i></p> <p><b>(N) Literary description:</b> character of Granny Island</p>	<p><b>(NF) Formal Letter:</b> Plastic Pollution Government</p> <p><b>(N) Literary description:</b> Setting description Something Fishy</p> <p><b>(N) Narrative:</b> Own version of Something fishy</p> <p><b>(P) Acrostic:</b> Seallife</p>	<p><b>(NF) Diary Recount:</b> Tom - The Boy Who Biked the World</p> <p><b>(NF) Persuasive:</b> Letter to parents asking permission to go on an adventure.</p> <p><b>(N) Narrative:</b> Continue the story after they have gone on a journey.</p>	<p><b>(NF) Recount:</b> Newspaper Report of moon landing</p> <p><b>(N) Narrative:</b> Fantasy guidebook based on Instructions</p> <p><b>(NF) Book review:</b> The Dragon Machine</p>	<p><b>(NF) Non-Chronological Report:</b> Owls</p> <p><b>(N) Narrative:</b> Plop's first flight (1<sup>st</sup> person)</p>	<p><b>(NF) Explanation:</b> How does a polar bear survive in the arctic?</p> <p><b>(NF) Instructions:</b> How to make a fruit salad animal</p> <p><b>(P):</b> Own version of the idea of a sound collector</p>
<b>Phonics</b>	Phase 5	Phase 5	Alternative spellings	Alternative spellings	Alternative spellings	Alternative spellings

Year	Autumn Term		Spring Term		Summer Term	
<b>3</b>						
<b>Focus Text</b>	<p><b>Mary Anning:</b> <b>The Girl Who Cracked Open the World</b> by Debora Pearson</p> 		<p><b>'The Secret Diary of Thomas Snoop: Tudor Boy Spy'</b> by Philip Ardagh</p> 		<p><b>Secrets of a Sun King'</b> by Emma Carroll</p> 	
<b>Other Reading texts</b>	<p><b>Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis</b> by Laurence Anholt</p> <p><b>'The Street Beneath My Feet'</b> By Charlotte Guillain and Yuval A Zommer</p> <p><b>Rock Is Lively</b> by Dianna Hutts Aston</p>	<p><b>The Rock Factory: A Story About Rocks and Stones</b> By Jacqui Bailey and Matthew Lilly</p> <p><b>The Pebble in my pocket</b> by Meredith Hooper</p> <p><b>The Iron Man</b> by Ted Hughes</p>	<p><b>The Life and Times of William Shakespeare</b> by Sue Perkiss</p> <p><b>Stage Full of Shakespeare Stories</b> by Angela McAllister</p> <p><b>Best Ever Shakespeare Tales</b> by Terry Deary</p> <p><b>Pop-up Shakespeare</b> by Jennie Maizels</p>	<p><b>The Divers Daughter</b> by Patrice Lawrence</p> <p><b>Tudor Tales</b> by Terry Deary</p>	<p><b>Westlandia</b> by Paul Fleischman</p> <p><b>Cinderella of the Nile</b> by Beverley Naidoo</p> <p><b>Egyptian Diary: The Journal of Nakht, Young Scribe</b> by Richard Platt</p>	<p><b>Egyptology: Search for the Tomb of Osiris</b> by Emily Sands</p> <p><b>The Diary of a Killer Cat</b> by Anne Fine</p>
<b>Poetry</b>	<p><b>Read and Analyse - Classic:</b> Life Doesn't Frighten Me by Maya Angelou</p>	<p><b>Read and Analyse and Recite:</b> Fossils by Eileen R. Meyer</p>	<p><b>Read and Analyse:</b> Sonnet</p>	<p><b>Read, Analyse and Compose:</b> Limericks- Henry VIII and his wives</p>	<p><b>Read, Analyse and Recite - Narrative:</b> Owl and the Pussycat by Edward Lear</p>	<p><b>Read and Analyse and Compose</b> <b>Poetic forms and device:</b> Kennings</p>
<b>Writing</b>	<p><b>(NF) Baseline: Autobiography</b> (<i>informal</i>)</p> <p><b>(NF) Recount Diary:</b> Imagined diary entry from the famous fossil hunter, Mary Anning (<i>informal</i>)</p> <p><b>(NF) Recount:</b> Letter from Mary Anning about her discovery of the plesiosaur (<i>formal</i>)</p>	<p><b>(N) Literary description:</b> Describe the Iron Man</p> <p><b>(N) Narrative:</b> Alternative story opener based on The Iron Man</p> <p><b>(NF) Explanation:</b> How to eat healthily (<i>formal</i>)</p>	<p><b>(NF) Biography Recount:</b> William Shakespeare (<i>formal</i>)</p> <p><b>(N) Play scripts:</b> William Shakespeare: The Tempest</p> <p><b>(NF) Persuasion:</b> Advertisement for a new wife for Henry VIII (<i>informal</i>)</p>	<p><b>(NF) Non-Chronological Report:</b> Henry VIII and his Wives (<i>formal</i>)</p> <p><b>(P) Limericks:</b> Henry VIII and his wives</p> <p><b>(NF) Recount Diary:</b> Written in role as Henry VIII at a time when he is contemplating divorcing his first wife (<i>informal</i>)</p>	<p><b>(N) Narrative:</b> Own story about a character who creates their own civilisation (based on Westlandia)</p> <p><b>(NF) Newspaper Report Recount:</b> Events which led to the ten plagues of Ancient Egypt (<i>informal/formal</i>)</p> <p><b>(N) Literary description -</b> Setting description of train station in Secrets of a Sun King</p>	<p><b>(P) Kennings:</b> Ancient Egypt</p> <p><b>(NF) Procedure Instructions:</b> How to Mummify a Dear Friend (<i>formal</i>)</p> <p><b>(NF) Recount Diary:</b> Create their own diaries from different points of view using (<i>informal</i>)</p>

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4						
<b>Focus Text</b>	<b>Firework Makers Daughter</b> by Philip Pullman 		<b>Empire's End - A Roman Story</b> by Leila Rasheed 		<b>Monster Slayer</b> by Brian Patten 	
<b>Other Reading texts</b>	<b>King of the cloud forests</b> by Michael Morpurgo  <b>Volcanoes &amp; Earthquakes</b> by Ken Rubin  <b>Mountains of the World</b> By Dieter Braun	<b>Pop-Up Volcano</b> by Tom Vaillant  <b>Everything: Volcanoes and Earthquakes</b> by National Geographic Kids	<b>Escape from Pompeii</b> by Christina Balit  <b>Boudicca</b> by Emma Fischel  <b>Boudicca</b> by Paul Harrison	<b>The Roman Mysteries -The Secrets of Vesuvius</b> By Caroline Lawrence  <b>The Orchard Book of Roman Myths</b> by Geraldine McCaughrean	<b>Anglo-Saxon Boy</b> by Tony Bradman  <b>Romans on the Rampage</b> by Jeremy Strong  <b>Raiders</b> by Lynne Benton	<b>Odd and the Frost Giants</b> by Neil Gaiman  <b>Viking Voyages</b> by Jack Tite  <b>The Vikings: Raiders, Traders and Adventurers</b> by Marcia Williams
<b>Poetry</b>	<b>Read, Analyse and Compose:</b> The Fire Monster by John Foster	<b>Read, Analyse and Recite - Narrative:</b> Twas' the Night Before Christmas	<b>Read and Analyse:</b> Figurative Language - Roman Soldier	<b>Read, Analyse and Recite:</b> From my mouth, going South by Gillian Harker	<b>Poetic forms and device - Compose:</b> Haiku	<b>Read and Analyse - Classic:</b> Mr Moore by David Harmer
<b>Writing</b>	<b>(NF) Baseline - Informal letter introducing themselves (informal)</b>  <b>(P) Poetry</b> Free verse Volcanoes  <b>(N) Play scripts:</b> Firework Maker's Daughter	<b>(NF) Procedure:</b> Earthquake Drill Procedure (formal)  <b>(NF) Discussion:</b> One-sided argument - Should more houses be built in Standish? (informal)  <b>(NF) Diary Recount:</b> Lila's Diary (informal)	<b>(N) Literary description:</b> Setting description -Pompeii before and after the eruption  <b>(NF) Informal Letter:</b> Letter to a friend after escaping Pompeii (informal)  <b>(NF) Persuasive Advert:</b> Join Boudicca's army (informal)	<b>(N) Roman Myth and Legend:</b> Roman Myth  <b>(N) Mystery Story:</b> Create a new mystery for the book series 'The Roman Mysteries.'	<b>(N) Historical Flashback:</b> Anglo-Saxon Boy  <b>(NF) Non-chronological report:</b> Viking Daily Life (formal)  <b>(P) Poetry:</b> Haiku	<b>(N) Literary Description:</b> Beowulf  <b>(NF) Explanation:</b> How did Vikings raid Anglo-Saxon settlements? (informal)  <b>(NF) Newspaper report Recount:</b> Archaeological discovery of a Viking helmet (formal)

Year	Autumn Term		Spring Term		Summer Term	
5						
<b>Focus Text</b>	<p>'Cosmic' by Frank Cottrell Boyce</p> 		<p>'Journey to the River Sea' by Eva Ibbotson</p> 		<p>'Who Let the Gods Out?' by Maz Evans</p> 	
<b>Other Reading texts</b>	<p><b>Tuesday</b> by David Wiesner</p> <p><b>Space Maps</b> by Lara Albanese</p> <p><b>The Usborne Official Astronauts Handbook</b> by Louie Stowell</p> <p><b>Hidden Figures</b> by Margot Lee Shetterly</p>	<p><b>Curiosity</b> by Markus Motam</p> <p><b>The Skies above my eyes</b> by Charlotte Gullain</p> <p><b>When the Stars Come Out</b> by Nicola Edwards and Lucy Cartwright</p>	<p><b>The Arrival</b> by Shaun Tan</p> <p><b>Dick Turpin</b> by Terry Deary</p>	<p><b>Rhythm of the Rain</b> by Grahame Baker-Smith</p> <p><b>A River Hardcover</b> by Marc Martin</p> <p><b>The River: An Epic Journey to the Sea</b> by Patricia Hegarty</p>	<p><b>Greek Myths</b> by Marcia Williams</p> <p><b>Mythologica</b> by Stephen P Kershaw</p> <p><b>Fantastic Beasts and Where to find them</b> by JK Rowling</p> <p><b>Dragonology</b> by Dugald Steer</p>	<p><b>Non-Fiction Greek History Reference books</b></p>
<b>Poetry</b>	<p><b>Read and Analyse - Poetic forms and device:</b> Cinquain</p>	<p><b>Read and Analyse - Classic:</b> Stopping by the Woods on a Snowy Evening by Robert Frost</p>	<p><b>Read, Analyse and Recite - Narrative:</b> The Highway Man by Alfred Noyes</p>	<p><b>Read, Analyse and Compose:</b> Figurative language collection - rivers</p>	<p><b>Read, Analyse and Recite:</b> From a Railway Carriage by Robert Lewis Stephenson</p>	<p><b>Read, Analyse and Compose:</b> Victory Odes</p>
<b>Writing</b>	<p><b>(NF) Baseline - Informal letter</b> (<i>informal</i>)</p> <p><b>(NF) Newspaper report Recount:</b> Tuesday (<i>informal/formal</i>)</p> <p><b>(N) Cosmic:</b> Character interaction (dialogue)</p>	<p><b>(NF) Persuasion:</b> Letter to Space Agency Letter (<i>formal</i>)</p> <p><b>(NF) Non-Chronological Report:</b> Solar System (<i>formal</i>)</p> <p><b>(NF) Extended explanation:</b> design a new rover and propose it as the future of NASA exploration (<i>formal</i>)</p>	<p><b>(NF) Biography Recount:</b> Richard 'Dick' Turpin (<i>formal</i>)</p> <p><b>(N) Journal entries</b> documenting a journey to a new place, and exploring a character's feelings -based on The Arrival</p>	<p><b>(P) Poetry</b> Free verse River concrete (shape)</p> <p><b>(N) Literary description:</b> Contrasting setting</p> <p><b>(N) Suspense:</b> paragraph based on Journey to the River Sea</p>	<p><b>(N) Character description:</b> mythical creature</p> <p><b>(N) Greek Myth</b></p>	<p><b>(NF) Persuasion:</b> Greek Travel brochure (<i>informal</i>)</p> <p><b>(P) Poetry:</b> Victory Odes</p> <p><b>(NF) Procedure:</b> How to play Petteia - an Ancient Greek strategy game (<i>formal</i>)</p>



Year	Autumn Term		Spring Term		Summer Term	
6						
<b>Focus Text</b>	<b>Letters from the Lighthouse</b> by Emma Carroll 		<b>The Explorer</b> by Katherine Rundell 		<b>Wonder</b> by R. J. Palacio 	
<b>Other Reading texts</b>	<b>When We Were Warriors</b> by Emma Carroll  <b>After the War</b> by Tom Palmer  <b>Evacuees</b> by Gillian Mawson  <b>The Piano</b> (Literacy Shed)	<b>My Secret War Diary</b> by Marcia Williams  <b>Poems from the Second World War</b> by Gaby Morgan  <b>D-Day Dog</b> by Tom Palmer	<b>A Christmas Carol</b> by Charles Dickens  <b>Moth</b> by Isobel Thomas	<b>The Just So Stories</b> by Rudyard Kipling  <b>Explorers</b> by Nellie Huang  <b>Darwin's Dragons</b> by Lindsay Galvin	<b>Can you See Me?</b> by Libby Scott  <b>Ella on the Outside</b> by Cath Howe  <b>Boy at the Back of the Class</b> by Onjali Rauf	<b>The Boy, The Fox and The Mole</b> by Charlie Mackesy  <b>You are awesome</b> by Matthew Syed  <b>Go Big</b> by Matthew Burton
<b>Poetry</b>	<b>Poetic forms and device - Compose:</b> Blackout Poetry	<b>Read, Analyse and Recite:</b> Collection of WW2 poetry and In Flanders Fields by John McCrae	<b>Read and Analyse - Classic:</b> 'If' by Rudyard Kipling	<b>Read and Analyse:</b> The Tyger by William Blake	<b>Read, Analyse and Recite - Narrative:</b> The Spider and The Fly by Mary Howitt	<b>Read, Analyse and Compose:</b> Still I Rise by Maya Angelou
<b>Writing</b>	<b>(NF) Baseline - Informal letter:</b> Summer holiday  <b>(NF) Formal Letters:</b> Harvest  <b>(N) Literary recount:</b> Evacuation postcard  <b>(P) Poetry:</b> Blitz poem and Blackout poetry	<b>(N) Literary recount:</b> Diary- Host family  <b>(N) Literary description:</b> Blitz  <b>(NF) Persuasion:</b> Recruitment speeches	<b>(N) Literary description:</b> Portrayal of Scrooge  <b>(NF) Non-Chronological Report:</b> Rainforest animal	<b>(N) Literary description:</b> Explorer crash Flashback  <b>(NF) Recount- Biography</b> Percy Fawcett	<b>(NF) Police Report:</b> Crime committed by the spider  <b>(N) Narrative:</b> The Fox and the Bunny  <b>(N) Play scripts:</b> based on the Year 6 production	<b>(NF) Procedure:</b> Instruction manual -How to be a successful year 6 student  <b>(NF) Persuasion:</b> Leaflet - visit PGL  <b>(P) Poetry:</b> Free verse - 'Moving On'