

## SUBJECT OVERVIEW BY YEAR GROUP

**CURRICULUM AREA:**

**SUBJECT: English**

The table below gives the themes within the subject taught and studied in different year groups. For further information about this subject area, see the relevant policy.

The school follows an appropriately differentiated approach to teaching phonics using the Letters and Sounds programme from EYFS to Year 8.

Year Group/s	Themes
<p>English across the school focuses on</p> <ul style="list-style-type: none"> <li>● <b>Spoken Language and communication</b></li> <li>● <b>Reading</b> including phonics, reading with accuracy and comprehension</li> <li>● <b>Writing</b> including spelling, handwriting and presentation, composition and vocabulary and punctuation</li> </ul>	
<p><b>EYFS and year 1</b> In the Early Years we have a cross curricular approach to Literacy, linking it to our termly topic, and incorporating Speech and Language targets.</p>	<ul style="list-style-type: none"> <li>● Stories with familiar settings</li> <li>● Stories from other cultures</li> <li>● Stories with predictable patterned language</li> <li>● Traditional tales</li> <li>● Instructions</li> <li>● Information texts</li> <li>● Nursery Rhymes</li> </ul>
<p><b>Phase 1 (year 2 and 3)</b> By the end of Phase 1 pupils will have covered these genres.</p>	<ul style="list-style-type: none"> <li>● Stories with familiar settings</li> <li>● Stories from other cultures</li> <li>● Stories with predictable patterned language</li> <li>● Traditional tales</li> <li>● Different stories with the same author</li> <li>● Extended stories/Significant authors</li> <li>● Labels, lists and captions</li> <li>● Instructions</li> <li>● Information texts</li> <li>● Recounts</li> <li>● Explanations</li> <li>● Pattern and Rhyme</li> <li>● Patterns on a page</li> <li>● Silly stuff</li> <li>● Poems on a theme</li> </ul>
<p><b>In Phases 2,3 and 4 Pupils are taught English in ability sets</b> Grammar, punctuation, sentence structure, functional vocabulary, phonics, reading and writing strategies are explored throughout each year</p>	
<p><b>Phase 2 Sharks High needs group</b> Pupils are taught using a topic based curriculum. The books covered in literacy correspond with these topics. The pupils follow an individualised programme focusing on their personal needs and abilities.</p>	<ul style="list-style-type: none"> <li>● London</li> <li>● Space</li> <li>● Castles</li> <li>● Transport and travel</li> <li>● Seaside</li> <li>● Town and country</li> <li>● The Royal Family</li> </ul>

Teaching is through sensory play and routine activities.	<ul style="list-style-type: none"> <li>• Treasure hunts</li> </ul>		
<b>Phase 2 Whales</b> <b>Lower ability</b>	<ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Myths and Legends</li> <li>• Stories from other cultures/countries</li> <li>• Instructions</li> <li>• Information texts</li> <li>• Explanations</li> <li>• Using your senses</li> <li>• Patterns on a page</li> </ul>		
<b>Phase 2 Dolphins</b> <b>Middle ability</b>	<ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Stories set in imaginary worlds</li> <li>• Adventure and mystery</li> <li>• Reports</li> <li>• Instructions</li> <li>• Information text</li> <li>• Poems to perform</li> <li>• Shape poems and calligrams</li> </ul>		
<b>Phase 2 Starfish</b> <b>Upper ability</b>	<ul style="list-style-type: none"> <li>• Fiction genres</li> <li>• Stories from other Cultures</li> <li>• Stories that raise issues/dilemmas</li> <li>• Biographies and autobiographies</li> <li>• Reports/explanations</li> <li>• Argument (persuasive writing)</li> <li>• Formal/impersonal writing</li> <li>• Poetic style</li> <li>• Choral and performance</li> </ul>		
<b>Phase 3 Blue</b> <b>High needs group</b> The focus in English is individualised learning to support pupils' communication skills and functional reading and writing skills, using symbols, images and social-sight vocabulary. Pupils explore these skills through topics that are cross curricular and incorporate pupils' communication and creativity through enrichment and functional tasks.	<ul style="list-style-type: none"> <li>• Earth</li> <li>• Transport</li> <li>• Homes and Houses</li> <li>• People Who Help Us</li> </ul>		
<b>Year 7/8</b> Students follow 3 units per year on a two year cycle	<table border="1"> <tr> <td> <b>Year A</b>  <b>FICTION</b>  <b>The Life of Pi /Private Peaceful</b>  Creative writing  Comprehension and Inference  Response to narratives  Research non-fiction project-India  Presenting information   <b>NON FICTION + STORY TELLING</b>  <b>Greek Myths</b>  <b>Biography/Autobiography -</b>  Story telling  Report writing Fiction/Non Fiction </td> <td> <b>Year B</b>  <b>FICTION</b>  <b>Skellig</b>  Creative writing  Comprehension and Inference  Response to narratives  Research project  Presenting information  Recounts   <b>MEDIEVAL LITERATURE</b>  <b>Canterbury Tales, Tales of King Arthur +Beowulf</b>  Story telling  Report writing Fiction/Non Fiction </td> </tr> </table>	<b>Year A</b> <b>FICTION</b> <b>The Life of Pi /Private Peaceful</b> Creative writing Comprehension and Inference Response to narratives Research non-fiction project-India Presenting information  <b>NON FICTION + STORY TELLING</b> <b>Greek Myths</b> <b>Biography/Autobiography -</b> Story telling Report writing Fiction/Non Fiction	<b>Year B</b> <b>FICTION</b> <b>Skellig</b> Creative writing Comprehension and Inference Response to narratives Research project Presenting information Recounts  <b>MEDIEVAL LITERATURE</b> <b>Canterbury Tales, Tales of King Arthur +Beowulf</b> Story telling Report writing Fiction/Non Fiction
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	<p>Information finding/presenting Instructions Research project Editing skills Debating skills Poetry-monsters and dreams</p> <p><b>DRAMA + MEDIA</b> <b>Romeo and Juliet</b> <b>Newspapers and media features</b> Role Play Improvisation Script writing Recounts Language exploration Research project –relationships and teenage life Non-fiction - Newspapers and media exploration</p>	<p>Information finding/presenting Instructions Research project Editing skills</p> <p><b>DRAMA- A Midsummer Night's Dream</b> <b>Introduction to advertising and Non-fiction features and language</b> Role Play Improvisation Script writing Recounts Fiction/Non Fiction Language exploration Research project linked to Shakespeare's life and times Poetry –fairies/woods Non-fiction- writing to persuade- leaflets, adverts, language + effect</p>	
<p><b>Phase 4 Years 9/10/11 Red and Purple</b></p> <p>In Phase 4 the English curriculum is a balance of Functional English and Enrichment English.</p> <p>Functional English is accredited through the exam board OCR. The focus is on reading, writing and communication each term, working towards Entry1-Level 1 over the three years.</p> <p>Enrichment English is accredited through the exam board WJEC Entry Pathways. Pupils follow 3 units per year on a three year cycle.</p>	<p><b>Year A</b></p> <p><u>Functional Skills:</u> E1-L1 Reading Writing Communication</p> <p><u>Enrichment English:</u> Exploring Shakespeare(Hamlet) Creating narratives Exploring poetry</p>	<p><b>Year B</b></p> <p><u>Functional Skills:</u> E1-L1 Reading Writing Communication</p> <p><u>Enrichment English:</u> Exploring advertising Communicating experiences and debates Exploring narratives (Great Expectations/Holes/ The Curious Incident of The Dog in the Night time)</p>	<p><b>Year C</b></p> <p><u>Functional Skills:</u> E1-L1 Reading Writing Communication</p> <p><u>Enrichment English:</u> Exploring visual texts (Macbeth) Exploring Film genres Creating a print media product</p>