



# Seamer and Irton CP School

## English Long-term Overview



Our curriculum is text-led. Each year group shares a short, transitional text when pupils enter a new class. This text focuses on overcoming fears/growth mind-set. Where non-fiction texts have not been specified, teachers use the school library resource bank and online resources linked to their current topic to support non-fiction writing. Teachers use poems from their poetry collections as models for vocabulary discussion and poetry writing.

By Year 6, pupils are taught to read and discuss writing in a variety of styles. They learn to write for a variety of purposes, including to describe, narrate, explain, instruct, argue and give and respond to information. Genres include: • Narrative • Biographies • Non-chronological reports • Recount • Diary • Poetry • Letter • Instructions • Explanation • Play scripts • Reports • Discussions/debates • Persuasive

Class stories are chosen depending on the current class's interests, themes and recommendations by class teachers, pupils and our school librarian.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p>The Colour Monster by Anna Llenas / The Colour Monster Comes to School by Anna Llenas</p> <p>The Tiger Who Came to Tea by Judith Kerr</p> <p>All Are Welcome by Alexandra Penfold</p> <p>Goldilocks and the Three Bears</p>	<p>Funnybones by Janet and Allen Ahlberg</p> <p>Owl Babies by Martin Waddell</p> <p>Coming to England – Floella Benjamin</p>	<p>Penguin Small by Mick Inkpen</p> <p>The Emperor's Egg by Martin Jarvis</p> <p>Monty the Penguin</p> <p>The Three Billy Goats Gruff</p>	<p>Dinosaur Roar by Henrietta &amp; Paul Stickland</p> <p>That's Not My Dinosaur by Fiona Watt</p> <p>Mad About Dinosaurs by Giles Andreae</p>	<p>The Very Hungry Caterpillar – Eric Carle</p> <p>Once There Were Giants – Martin Waddell</p> <p>Jasper's Beanstalk – Nick Butterworth</p> <p>Jack and the Beanstalk</p>	<p>The Lighthouse Keeper's Lunch – Ronda and David Armitage</p> <p>Billy's Bucket – Kes Gray</p> <p>Clean Up – Nathan Bryon</p> <p>Above and Below: Sea and Shore – Harriet Evans</p>

Poetry books to read for pleasure include: I Can Read: Poems for Five Year Olds by John Foster Out and About by Shirley Hughes Wriggle and Roar by Julia Donaldson

Reception texts contain high-quality picture books, by contemporary and classic authors. Traditional tales are taught termly. Non-fiction texts support work on topic themes. Pupils hear, sing and learn nursery rhymes and songs.

	recount					
<b>Year 1</b>	narrative poetry	narrative non-chronological report	narrative poetry	narrative	non-chronological report poetry	narrative letter
	<p>Ruby's Worry – Tom Percival</p> <p>Oh No, George! – Chris Haughton</p> <p>Pumpkin Soup - Helen Cooper</p>	<p>Lost and Found - Oliver Jeffers</p> <p>Mae Jemison – Mary Nhin</p>	<p>Where The Wild Things Are – Maurice Sendak</p> <p>Tree: Seasons Come, Seasons Go – Patricia Hegarty</p>	<p>The Three Little Pigs trad tale/Three Little Wolves and the Big Bad Pig – Eugene Trivias</p> <p>Journey – Aaron Becker</p>	<p>Would you Rather? – John Burningham</p> <p>A Seed is Sleepy – Dianna Hutts Aston</p>	<p>George and the Dragon – Chris Wormell</p> <p>The Gingerbread Man/The Gingerbread Man 2: What Happened Later? –Stephen Dixon</p>

Poetry books to read for pleasure include: **I Can Read: Poems for Six Year Olds by John Foster** **The Puffin Book of Fantastic First Poems – June Crebbin**  
**Crazy Mayonnaisy Mum – Julia Donaldson**

Year 1 texts contain high-quality picture books, by contemporary and classic authors. Traditional tales are taught termly, alongside modern alternatives for comparison. Key non-fiction texts support work on the topic areas of significant individuals, seasons and plants. Pupils hear, sing and learn nursery rhymes and songs.

recount						
<b>Year 2</b>	narrative poetry	narrative non-chronological report	instructions narrative	narrative letters	narrative poetry	diary non-chronological report
	Perfectly Norman – Tom Percival Tell Me A Dragon – Jackie Morris	Little Red Riding Hood Little Red – Beth Woolvin The extraordinary life of Mary Seacole – Naida Redgrave	Hansel and Gretel Hansel and Gretel – Anthony Browne	Lost in the Toy Museum: An Adventure – David Lucas The Day the Crayons Quit – Oliver Jeffers	Wangaris’s Trees of Peace: A true Story From Africa – Jeanette Winter Flotsam – David Weisner	What We’ll Build – Oliver Jeffers The Great Fire of London: An Illustrated History – Emma Adams

Poetry books to read for pleasure include: **Little Lemur Laughing – Joshua Seigal** **Michael Rosen’s A to Z: The Best Children’s Poetry From Agard to Zephaniah**  
**Poems to Perform – Julia Donaldson**

Year 2 texts contain many high-quality picture books, by contemporary and classic authors. Traditional tales are taught, alongside modern alternatives for comparison. Key non-fiction texts support work on the themes of significant individuals, Africa and The Great Fire of London. Pupils hear, sing and learn traditional rhymes and songs.

<b>Year 3</b>	narrative poetry advertisement	narrative biography	non-chronological report diary poetry	instructional writing play scripts	poetry non-chronological report	narrative leaflet
	Shine – Sarah Asuquo Chocolate Cake by Michael Rosen Charlie and the Chocolate Factory - Roald Dahl	The King Who Banned the Dark – Emily Haworth-Booth Little People, Big Dreams series – Rosa Parks, Pele	The Last Polar Bears – Harry Horse Antarctica: A Continent of Wonder – Mario Cuesta Hernando	Stone Age Boy- Satoshi Kitamura How To Wash a Woolly Mammoth – Michelle Robinson	A River – Marc Jacobs/ Once Upon A Raindrop- James Carter The Rhythm of the Rain – Grahame Baker-Smith	The Heart Scarab – Saviour Pirotta The Story of Tutankhamun – Patricia Cleveland-Peck

Poetry books to read for pleasure include: **Lucky Dip – Catherine Boddy** **Jelly Boots, Smelly Boots – Michael Rosen** **Poems Aloud – Josph Coehlo**

Chapter books are introduced in Year 3, alongside picture books. The classic poem ‘Chocolate Cake’ is used as a model for pupils’ own poems. Key non-fiction texts support work on the topic areas of plants, The Stone Age and Ancient Egypt.

<b>Year 4</b>	narrative instructions poetry	biographies narrative	explanation narrative poetry	diary non-chronological report	explanation narrative poetry	narrative non-chronological report
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	The Dot – Peter H. Reynolds Instructions – Neil Gaiman The Wild Robot – Peter Brown	Henry’s Freedom Box – Ellen Levine The Good Guys: 50 Heroes Who Changed the World with Kindness – Rob Kemp	The Pebble in my Pocket – Meredith Hooper Pop Up Volcano – Tom Vaillant	Escape From Pompeii - Christina Ballit So You Think You’ve Got It Bad? A Kid’s Life in Ancient Rome – Chae Strathie	Where The Forest Meets The Sea – Jeannie Baker The Rainforest Book – Charlotte Milner	Greek Heroes – Geraldine McCaughrean Greek Myths – Marcia Williams

**Poetry books to read for pleasure include: Bright Bursts of Colour – Matt Goodfellow A Kid In My Class – Rachel Rooney The Magic Box – Kit Wright**

**In Year 4, a short classic novel, picture books and non-fiction texts support work on the Romans, Greeks, volcanoes and rivers.**

	instructional writing dialogue poetry	report poetry persuasive	narrative persuasive letter	narrative poem narrative	explanation play script	non-chronological report recount/diary
<b>Year 5</b>	Black Dog – Levi Pinfold Sector 7 – David Wiesner The Iron Man: A Children’s Story in Five Nights – Ted Hughes	The Undefeated – Kwame Alexander Hidden Figures: The True Story of Four Black Women and the Space Race – Margot Lee Shetterly	The Journey – Francesca Sanna The Arrival – Shaun Tan Survivors – David Long	Beowulf – Michael Morpurgo The Dragon’s Hoard: Stories from the Viking Sagas – Lari Don	Invented by Animals – Christiane Dorion The Hound of the Baskervilles – Sir Arthur Conan Doyle	The Golden Horsemen of Baghdad – Savior Pirotta Stories from the Silk Road- Cherry Gilchrist

**Poetry books to read for pleasure include: Spaced Out: Space Poems – Brian Moses If: A Treasury of Poems For Almost Any Possibility Being Me – Liz Brownlee**

**Year 5 texts support the themes of Vikings/Anglo-Saxons, Baghdad and animals. Wordless picture books are used to stimulate writing. Joan Aitken’s classic Gothic novel the Wolves of Willoughby Chase is read.**

	news report diary balanced argument	sports report letter biography poetry	narrative non-chronological report poetry	diary letter narrative play script	story writing play script leaflet	persuasive writing story writing letter poetry
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<b>Year 6</b>	<p>The Wolves in the Walls – Neil Gaiman</p> <p>The Man Who Walked Between the Towers – Mordicai Gerstein</p> <p>The Walk</p>	<p>Race</p> <p>The Island – Armin Greder</p>	<p>The Jungle Book – Rudyard Kipling</p> <p>Journey to the Last River – Teddy Keen</p> <p>Against The Odds – Alastair Humphreys</p>	<p>Rose Blanche – Roberto Innocenti</p> <p>Anne Frank’s Diary: The Graphic Adaptation</p> <p>Anne Frank’s Diary Abridged</p>	<p>The Buildings That Made London – David Long</p> <p>The Usborne Book of London - Rosie Dickins</p>	<p>Rise Up – Amanda Li</p> <p>Seamer School log book</p>
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**Poetry books to read for pleasure include:** The Oxford Treasury of Classic Poems – Michael Harrison The Lost Spells – Robert Macfarlane / Jackie Morris Funky Chickens – Benjamin Zephaniah

**Year 6 begins with texts linked with the theme of engineering. Other key texts support the themes of immigration, rainforests and World War Two. The Summer term focuses on non-fiction texts relating to London and a local study of Seamer. Rise Up is a text chosen to support pupils with their transition to secondary school.**

Traditional Tales/rhymes Classic/Well-loved stories Contemporary stories inc. picture books Poems/Poetry collections Non-fiction Mental well-being/growth mindset theme Visual literacy