







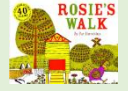
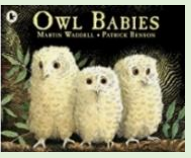
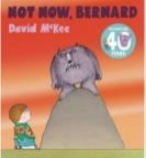

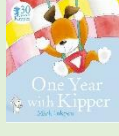




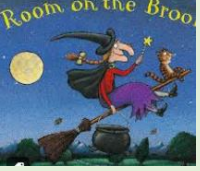

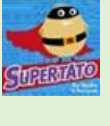




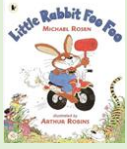
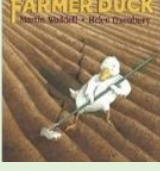
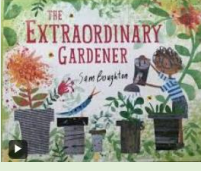
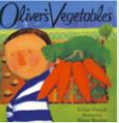



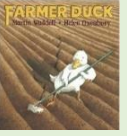

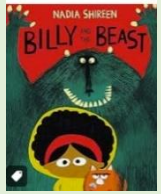
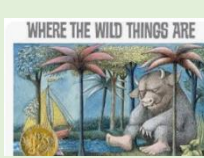


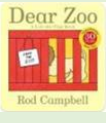




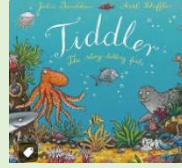






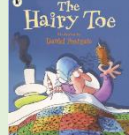


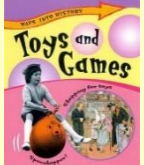

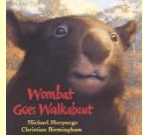
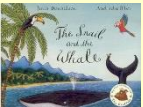

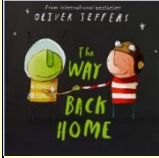















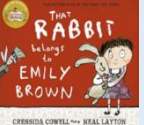




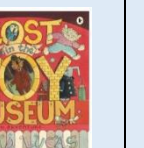



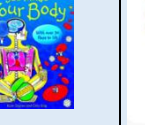





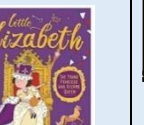
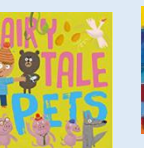

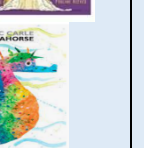
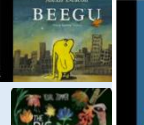


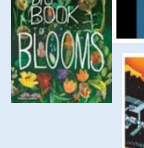

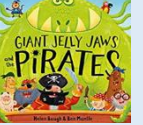






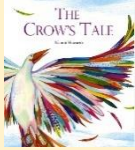






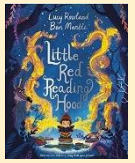

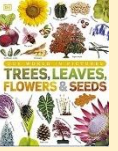









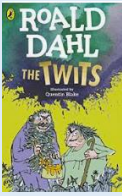

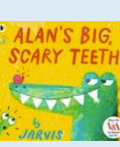


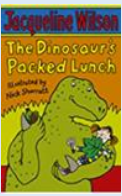






Portheven School Yearly English Overview




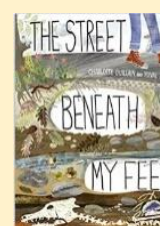

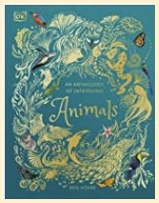



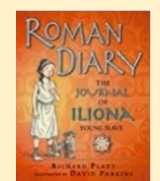









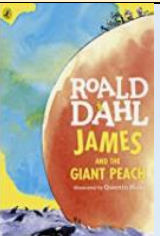



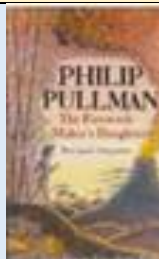

World Citizens		Resilient Individuals		Respectful Communicators		Health & Wellbeing	
Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery	<p>In the nursery, we celebrate the magic of books and stories, helping children discover the joy of words and language. By implementing a love for reading early on, we open doors to new ideas, expand vocabulary and spark imagination. Storytime is central to our day, offering children the freedom to choose their own books and empowering them to explore what excites them most. Through playful, engaging activities, we introduce children to a wide variety of words and sounds, helping them build a strong foundation for language development. Whether it's through story time, singing rhymes, or conversations, we encourage curiosity and communication; speaking and listening. Books and storytelling play a central role in our daily routines, offering moments of quiet reflection and joyful discovery.</p>						
Reception	All About Me	Sparkle and Shine	Everyday Superheroes	Ready Steady Grow	Wildlife Wonders	Land Ahoy!	
Early Reading and Writing Reception	<p style="text-align: center;">Talk Through Stories</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Story Telling Time (inc. Early Writing)</p> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 5px;">        </div>	<p style="text-align: center;">Talk Through Stories</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Story Telling Time (inc. Early Writing)</p> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 5px;">       </div>	<p style="text-align: center;">Talk Through Stories</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Story Telling Time (inc. Early Writing)</p> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 5px;">       </div>	<p style="text-align: center;">Talk Through Stories</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Story Telling Time (inc. Early Writing)</p> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 5px;">       </div>	<p style="text-align: center;">Talk Through Stories</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Story Telling Time (inc. Early Writing)</p> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 5px;">       </div>	<p style="text-align: center;">Talk Through Stories</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Story Telling Time (inc. Early Writing)</p> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 5px;">        </div>	
Reading	<p>RWI Phonics Programmes</p> <p>In the Early Years, children build upon preschool reading skills. They start blending letter sounds to read simple words and explore levelled books. Teachers use phonics and sight words to enhance their reading abilities. Reading for pleasure is encouraged by introducing captivating storybooks and interactive activities that make books enjoyable and exciting. This early positive reading experience lays the foundation for a lifelong love of literature.</p>						

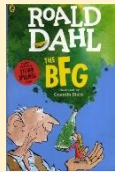


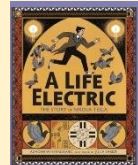

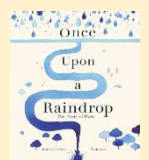
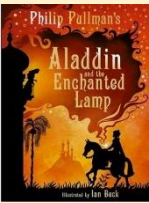


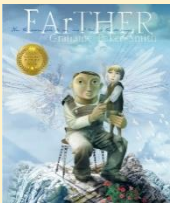




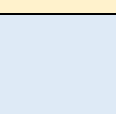
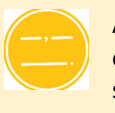



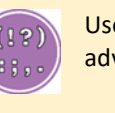
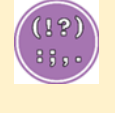

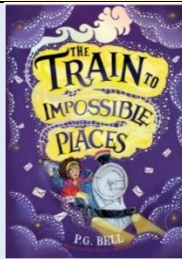

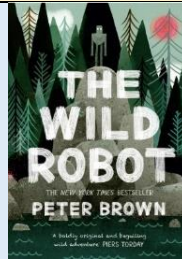

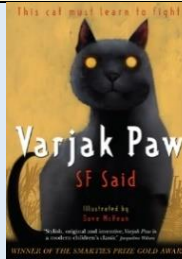
World Citizens		Resilient Individuals		Respectful Communicators		Health & Wellbeing	
Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Which way do I go?	How do our favourite toys and games compare to those in the past?	Where do we live and what is it like?	What does it mean for someone to make history?	What is the Earth Like?	How do we use the seaside now compared to in the past?	
Key Text for Writing	 <p>Grandad's Island by Benji Davis (Geography/PSHRE)</p> <ul style="list-style-type: none"> • Narrative • Adventure  <p>When I am By Myself by Eloise Greenfield (PSHRE)</p> <ul style="list-style-type: none"> • Rhyming Poem 	 <p>Toys from the Past by Sally Hewitt (History)</p> <ul style="list-style-type: none"> • Non-Fiction • Report  <p>Firework night by Andrew Collett (History/PSHRE)</p> <ul style="list-style-type: none"> • List Poem 	 <p>Wombat's Walkabout by Michael Morpurgo</p> <ul style="list-style-type: none"> • Narrative • Adventure  <p>The Snail and The Whale by Julia Donaldson</p> <ul style="list-style-type: none"> • Non-fiction • Postcard 	 <p>The Queen's Hat by Steve Antony</p> <ul style="list-style-type: none"> • Narrative • Adventure 	 <p>The Way Back Home by Oliver Jeffers</p> <ul style="list-style-type: none"> • Narrative • Adventure  <p>Our Trip to the Woods</p> <ul style="list-style-type: none"> • Non-fiction • Recount 	 <p>Song of the Sea by Studio Canal</p> <ul style="list-style-type: none"> • Narrative • Irish Myth 	
Grammar and Punctuation Progression	 <p>How words can combine to make sentences (say a sentence before writing).</p>	 <p>Separation of words with spaces</p>  <p>Use a capital letter for names of people, places and the personal pronoun 'I'</p>	 <p>Joining words and joining clauses using and</p>	 <p>Use a capital letter for names of the days of the week</p>	 <p>Use a capital letter for the days of the week.</p>	 <p>Sequencing sentences to form short narratives</p>	
Class Readers	     	      	     	     	    	    	
Rhymes and Poems	The Star By Jane Taylor		Where Teachers Keep Their Pets' by Paul Cookson.		In My Garden by Moira Andrew		

In Year 1, reading skills continue to evolve. Children expand their phonics knowledge using RWI Phonics and begin to read more complex books with guidance. Reading sessions and interactive activities enhance comprehension. This year marks the transition from early phonics-based reading to more independent reading. Teachers foster a love for books, encouraging children to explore different genres and develop fluency. Year 1 sets the stage for a lifelong reading journey.




















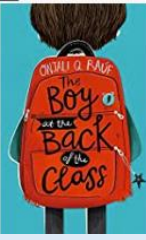
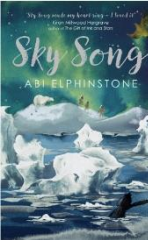



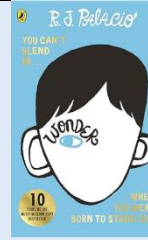
Year 1 promotes cross-curricular reading in early education. It integrates books from all subjects, enhancing learning through stories and non-fiction texts. Each half-term, books are selected that will focus on building upon the essential knowledge taught, as well as introduce future links to learning.

World Citizens		Resilient Individuals		Respectful Communicators		Health & Wellbeing	
Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 2	Why are some places hot and others cold?	Where and when the Great Fire of London started and what was London was like at this time?	Why does the Weather affect our lives?	Why were so many ships wrecked on the Cornish coast?	Is Australia an Island?	What does it take to be a great explorer? Lives of significant individuals	
Key Text for Writing	 <p>The Crow's Tale by Naomi Howarth</p> <ul style="list-style-type: none"> Narrative Irish Myth  <p>If I were in Charge of the World (PSHRE)</p> <ul style="list-style-type: none"> Free Verse 	 <p>The Great Fire of London by Emma Adams (History)</p> <ul style="list-style-type: none"> Diary Entry  <p>How to Make a Bird Feeder (DT)</p> <ul style="list-style-type: none"> Instructions 	 <p>George and the Dragon by Christopher Wormell</p> <ul style="list-style-type: none"> Narrative Legends British Values Citizenship 	 <p>Stardust by Jeanne Willis (PSHRE)</p> <ul style="list-style-type: none"> Narrative  <p>Grace Darling – BBC Sounds</p> <ul style="list-style-type: none"> Non-Fiction Biography History 	 <p>Little Red Riding Hood by Lucy Rowland</p> <ul style="list-style-type: none"> Narrative Adventure  <p>Singapore by Dinobobi and the National Geographic</p> <ul style="list-style-type: none"> Non-fiction Non-chronological Report 	 <p>Plants by DK</p> <ul style="list-style-type: none"> Non-fiction Information Text 	
Grammar and Punctuation	 <p>Understand what the role of a noun, adjective, adverb and verb is within a sentence (inc. suffix use to change word group).</p> <p>Use expanded noun phrases to describe and specify</p>	 <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	 <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>  <p>Subordination and coordination</p> <p>* Understand what is meant by a compound sentence and use them within writing (vocab)</p>	 <p>Use commas to separate items in lists</p>  <p>Spell words with the contracted form</p>	 <p>Correct choice and consistent use of present tense and past tense throughout writing</p>  <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	 <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	
Class novels		  	  		 	 	
Rhymes and Poems	Firework Poem By Jim Carter		Nut Tree by Julia Donaldson		Wind on the Hill by AA Milne		
<p>In Year 2, reading skills continue to develop. Children build upon their phonics knowledge and begin to read more independently. They encounter a wider variety of texts, from fiction to non-fiction, enhancing comprehension. Year 2 learners work on fluency and expression in their reading, delving deeper into the meaning of texts and discussing them in more detail. Teachers continue to nurture a love for reading, guiding students toward more complex books, and further solidifying their foundation for literacy and critical thinking. Year 2's half-termly books introduce chapter books.</p>							

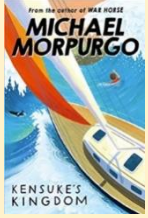

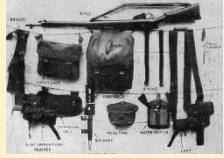




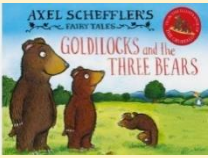

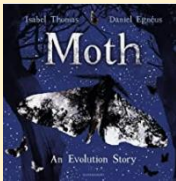












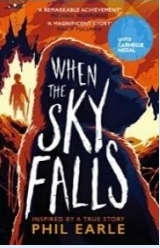


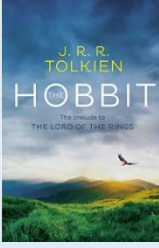
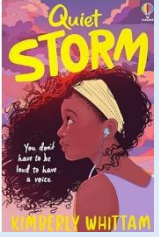
World Citizens		Resilient Individuals		Respectful Communicators		Health & Wellbeing	
Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 3	How is island Britain a part of Europe?	How did the lives of ancient Britons change from the age of stone to the iron age?	Why are jungles so wet and deserts so dry?	What were the key achievements of Ancient Egyptians?	How do volcanoes affect the lives of people?	What did the Romans give to the world?	
Key Text for Writing	 <p>The True Story of the Three Little Pigs Jon Scieszka (Drama)</p> <ul style="list-style-type: none"> Narrative Traditional Tale with a Twist  <p>Autumn is Here (Science)</p> <ul style="list-style-type: none"> Seasons Poem Free Verse 	 <p>Stone Age Boy by Satoshi Kitamura (History)</p> <ul style="list-style-type: none"> Narrative  <p>Street Beneath My Feet by Charlotte Guillian and Yuval Zommer (Science)</p> <ul style="list-style-type: none"> Non-fiction Explanation Text 	 <p>The Secret of Black Rock by Joe Todd-Stanton (Science/Geography)</p> <ul style="list-style-type: none"> Narrative Adventure 	 <p>Skeletons and Muscles by Ben Hoare (Science)</p> <ul style="list-style-type: none"> Non-fiction Non-Chronological Report 	 <p>The Incredible Book Eating Boy by Oliver Jeffers (PSHRE/Science)</p> <ul style="list-style-type: none"> Narrative Comedy  <p>Skara Brae Brochure (Geography)</p> <ul style="list-style-type: none"> Non-fiction Persuasive Writing 	 <p>Wolves in the Walls by Neil Gaiman (PSHRE)</p> <ul style="list-style-type: none"> Narrative Suspense  <p>The Journal of Iliona – A Young Slave by Richard Platt (History)</p> <ul style="list-style-type: none"> Non-fiction Diary Entry 	
Grammar and Punctuation	 <p>* Consolidate word families (Yr2)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Expressing time, place and cause using prepositions</p>	 <p>Introduce paragraphs as a way to group related material</p>  <p>Use adverbs to express time and cause (then, next, soon, therefore)</p>	 <p>Expressing time, place and cause using conjunctions</p> <p>*Understand what is meant by a clause and a subordinate clause, consider how they rely on each other and use correctly in writing (vocab)</p>	 <p>Introduction to inverted commas to punctuate direct speech</p>  <p>Introduce inverted commas to punctuate direct speech</p>	 <p>Use headings and sub-headings to aid presentation</p>  <p>Use the present perfect forms of verbs in contrast to the past tense</p>	 <p>Place the possessive apostrophe in regular and irregular plurals</p>	
Class novels							
Rhymes and Poems	The Morning Rush By John Foster		Slowly by James Reeves		Walking with My Iguana by Brian Moses		
	<p>In Year 3, reading takes a significant step forward. Students transition from learning to read to reading to learn. They solidify their phonics skills and increasingly focus on comprehension, vocabulary, and critical thinking. Year 3 learners tackle longer and more complex texts, both in fiction and non-fiction, to deepen their understanding. They also begin to explore a variety of literary genres, enhancing their exposure to different writing styles. Reading and independent analysis become more prominent, fostering independent thinking and literary appreciation.</p>						

World Citizens		Resilient Individuals		Respectful Communicators		Health & Wellbeing	
Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 4	Mega-Cities	Who were the Anglo-Saxons and how do we know what was important to them?	How are rivers, oceans and seas connected?	Vikings- ruthless killers or traders and travellers?	How is Cornwall's coastline changing?	Local Cornish History	
Key Text for Writing	 <p>The BFG by Roald Dahl (Drama/Art)</p> <ul style="list-style-type: none"> Narrative Adventure  <p>The River by Valerie Bloom (Science/Geography)</p> <ul style="list-style-type: none"> Poetry Strength 	 <p>The Iron Man by Ted Hughes (Art/DT)</p> <ul style="list-style-type: none"> Narrative Science Fiction  <p>Nikola Tesla by Azadeh Westergaard (Science)</p> <ul style="list-style-type: none"> Non-fiction Biography 	 <p>The Great Chocoplot by Chris Callaghan (History)</p> <ul style="list-style-type: none"> Narrative Mystery  <p>Once Upon a Raindrop by James Carter (Science/Geography)</p> <ul style="list-style-type: none"> Non-fiction Script 	 <p>Aladdin and the Enchanted Lamp by Philip Pullman (Geography)</p> <ul style="list-style-type: none"> Narrative Traditional Tale 	 <p>Bike Boy by Jane Considine (PSHRE)</p> <ul style="list-style-type: none"> Narrative Adventure  <p>Digestion based on the Gut Garden by Katie Brosnan (Science)</p> <ul style="list-style-type: none"> Non-fiction Explanation 	 <p>Farther by Grahame Baker-Smith (PSHRE)</p> <ul style="list-style-type: none"> Narrative Legacy  <p>The Creature (Science/Geography)</p> <ul style="list-style-type: none"> Non-fiction Newspaper Report 	
Grammar and Punctuation	 <p>Use noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases.</p> <p>Appropriate choice of pronoun or noun within and across sentences to avoid repetition</p>	 <p>Understand and use determiners in writing</p>  <p>Standard English forms for verb inflections instead of local spoken forms</p>  <p>Fronted adverbials</p>	 <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion</p>  <p>Use paragraphs to organise ideas around a theme</p>	 <p>Use of inverted commas and other punctuation to indicate direct speech</p> 	 <p>Use of commas after fronted adverbials</p>	 <p>Apostrophes to mark plural possession</p>	
Class novels							
Rhymes and Poems	The Sound Collector By Roger McGough		The River by Valerie Bloom		Please do not feed the animals by Robert Hull		

In Year 4, fostering a love for reading is vital. Children explore a diverse selection of books and genres for pleasure. They discuss narratives, and discover authors they adore, instilling a lifelong passion for reading and expanding their imaginations through the joy of books. Reading progresses to a more advanced level. Students further enhance their comprehension, vocabulary, and critical thinking skills by reading a wide range of texts. They explore more complex fiction and non-fiction, focusing on deeper analysis and interpretation. This stage lays the foundation for developing advanced reading abilities and a lifelong appreciation for literature.

World Citizens		Resilient Individuals		Respectful Communicators		Health & Wellbeing	
Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 5	Why are mountains important?	Why was Shackleton attempting to cross the Antarctic continent when World War 1 was taking place?	Why is fair trade fair?	Why did Britain once rule the largest empire the world has ever seen?	Why do some Earthquakes cause more damage than others?	Which is the most important legacy of the Ancient Greeks?	
Key Text for Writing	 <p>The Explorer by Katherine Rundell (PSHRE)</p> <ul style="list-style-type: none"> • Narrative • Adventure  <p>David Attenborough by Isabel Sanchez Vegara (Science)</p> <ul style="list-style-type: none"> • Non-Fiction • Biography 	 <p>The Snowman by Raymond Briggs (PSHE)</p> <ul style="list-style-type: none"> • Narrative • Story  <p>Scott of the Antarctic By E and J Dowdeswell and Angela Seddon (History)</p> <ul style="list-style-type: none"> • Non-fiction • Diary 	 <p>I Believe in Unicorns by Michael Morpurgo (History)</p> <ul style="list-style-type: none"> • Narrative 	 <p>Kick (PSHRE)</p> <ul style="list-style-type: none"> • Non-fiction • Persuasive Letter 	 <p>Cosmic by Frank Cottrell Boyce (Science)</p> <ul style="list-style-type: none"> • Narrative • Science Fiction  <p>The Malfeasance by Alan Bold (PSHRE)</p> <ul style="list-style-type: none"> • Free Verse 	 <p>The Nowhere Emporium by Ross McKenzie (Drama)</p> <ul style="list-style-type: none"> • Narrative • Mystery  <p>Mars Transmission (Science)</p> <ul style="list-style-type: none"> • Non-fiction • Diary Entry 	
Grammar and Punctuation	 <p>* Consolidate expanded noun phrases, verb tenses and conjunctions taught in previous year groups.</p>  <p>Indicating degrees of possibility using adverbs</p>  <p>Linking ideas across paragraphs using adverbials of time, place and number.</p>	 <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>  <p>Use adverbials to link ideas across paragraphs – time, place or number.</p>	 <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> 	 <p>Indicating degrees of possibility using modal verbs</p>	 <p>Linking ideas across paragraphs using adverbials of tense choices.</p>	<p>*How words are related by meaning as synonyms and antonyms (Yr6)</p>	
Class novels							
Rhymes and Poems	The Elf and The Dormouse By Oliver Herford		Flag By John Agard		The Tyger by Williams Blake		

In Year 5, children independently explore a wide range of literature where reading becomes more sophisticated. Students refine their comprehension skills, delve into complex texts, and analyse narratives with depth. They read a variety of genres, from historical fiction to classics and contemporary works, expanding their literary horizons. Critical thinking and discussion play a crucial role, as they engage in literary debates.

World Citizens		Resilient Individuals		Respectful Communicators		Health & Wellbeing	
Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 6	North America	Why was winning the Battle of Britain in 1940 so important?	How is climate change affecting the world?	Islamic Civilisation	Who are Britain's National Parks for?	What has Cornwall done for the rest of the world?	
Key Text for Writing	 <p>Kensuke's Kingdom by Michael Morpurgo (PSHE)</p> <ul style="list-style-type: none"> Narrative Adventure  <p>Anglo Saxon Battle (History)</p> <ul style="list-style-type: none"> Non-fiction Persuasive Speech 	 <p>10 Things in a Soldier's Pocket (History)</p> <ul style="list-style-type: none"> Poetry  <p>A Christmas Carol by Charles Dickens (History)</p> <ul style="list-style-type: none"> Non-fiction Recount 	 <p>Hansel and Gretel by Neil Gaiman (Drama)</p> <ul style="list-style-type: none"> Narrative Traditional Tale  <p>Great by Greta Thunberg (Science/Geography)</p> <ul style="list-style-type: none"> Non-fiction Persuasive Text 	 <p>Alma (PSHE)</p> <ul style="list-style-type: none"> Narrative Mystery  <p>Goldilocks (Drama)</p> <ul style="list-style-type: none"> Non-fiction Newspaper Report 	 <p>Tyger by SF Said (Geography)</p> <ul style="list-style-type: none"> Adventure in Dystopian World  <p>Moth by Isobel Thomas (Science)</p> <ul style="list-style-type: none"> Poetry Narrative poem 	 <p>The Journey by Francesca Sanna (PSHE)</p> <ul style="list-style-type: none"> Narrative  <p>The Origin of the Species by Sabina Radeva (Science)</p> <ul style="list-style-type: none"> Non-fiction Non-Chronological report 	
Grammar and Punctuation	 <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase and the use of adverbials.</p>  <p>Use expanded noun phrases to convey complicated information concisely</p>	 <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>	 <p>Use colons, semicolons and dashes to link independent clauses</p>  <p>Use of the passive to affect the presentation of information in a sentence.</p>	 <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>  <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [question tags, subjunctive forms, etc]</p> <p>Layout devices</p>	 <p>Punctuation of bullet points to list information</p>	 <p>How hyphens can be used to avoid ambiguity</p>	
Class novels							
Rhymes and Poems	In Flanders Field by John McCrae		The Book By Michael Rosen		The Highwayman By Alfred Noyes		
<p>In Year 6, reading for pleasure remains essential. They participate in reading challenges, book reviews, and discussions, promoting a genuine love for reading. By this stage, they have developed strong comprehension and analytical skills, and reading for pleasure becomes a means to enhance their creativity and critical thinking while appreciating the art of storytelling and the writer's craft.</p>							