

Acorns English Overview Year A

	Core Texts		
<p>Autumn</p>	<p>Ossiri and the Bala Mengro by Richard O’Neill and Katharine Quanrmy CLPE A traveller girl creates her own musical instrument from a willow branch and lots of recycled objects. She plays it enthusiastically but it sounds terrible! Ignoring warnings not to awaken the ogre in the hills, Ossiri goes there to practise playing her instrument. Will she wake the ogre and will it appreciate her playing? <i>Engage and inspire children to engage with literature.</i> <i>Develop creative responses to the text</i> <i>Develop empathy and explore wider themes through a narrative text.</i> <i>Enrich vocabulary and understanding of the impact of language on readers and audience.</i> <u>Belonging and Justice</u> This text will introduce the children to the traveller community and lifestyle. Through reading the book, the children will explore folklore and storytelling. <u>Writing outcomes</u> Role on the Wall ▪ Information Writing – Scientific Processes ▪ Thought Bubbles ▪ Questions and suggestions ▪ Persuasive note and letter ▪ Diary entry ▪ Recipes ▪ Instructions for making instruments</p>	<p>The Lost Homework by Richard O’Neill Sonny devotes his weekend to helping his neighbours and fellow Travellers with a variety of tasks. He uses many skills, from calculating the amount of fuel needed for a journey, to restoring a caravan. In fact, the only thing he doesn’t do over the weekend is his homework – his workbook is <i>missing!</i> <i>What will his teacher say?</i> <i>Engage and inspire children to engage with literature.</i> <i>Develop creative responses to the text</i> <i>Develop empathy and explore wider themes through a narrative text</i> <i>Sustain listening, responding to what they have heard with relevant comments and questions</i> <i>Use spoken language to communicate for a range of purposes to a range of audiences</i> <i>Use language structures and vocabulary influenced by books in talk and in their own writing</i> <i>Write for meaning and purpose in a variety of forms.</i> <i>Present information in a range of ways, such as poetry, illustration and oral presentation</i> <i>Value legible handwriting in presenting and publishing their written work to their readers.</i> <u>Belonging and Justice</u> Another tale by Richard O Neill, this story explores the culture and lifestyle of travellers further. <u>Writing outcomes</u> Simple information texts , Personal and</p>	<p>Poems to Perform by Julia Donaldson A careful selection of poems, both familiar and new, that lend themselves to being performed in a range of collaborative ways. Progress through the book is subtly themed: gliding through poems about school, football, food and many other matters. Poems will be read and studied throughout the year: <i>Be engaged and inspired to engage with literature</i> <i>Develop creative responses to the text</i> <i>Develop empathy and explore wider themes through a narrative text</i> <i>Sustain listening, responding to what they have heard with relevant comments and questions</i> <i>Use spoken language to communicate for a range of purposes to a range of audiences</i> <i>Use language structures and vocabulary influenced by books in talk and in their own writing</i> <u>Write own poetry.</u> <u>Present information in a range of ways, such as poetry, illustration and oral presentation</u></p>

		<p>family stories Observations and note-making Role on the Wall 'Tell Me' responses Thought Bubbles Questions and suggestions Diary entry Writing in Role Letter writing Explanation text Leaflet, poster making Story writing Story Mapping Explanatory texts Simple sentence writing: statements, questions, commands. Instructional writing</p>	
<p>Spring</p>	<p>The Secret Sky Garden by Linda Sarah Funni loves the old, disused car park, and spends a lot of time there flying her kite and playing her recorder. But something is missing. The children will explore setting description and character, through the theme of friendship. <i>Explore, interpret and respond to a picture book</i> <i>Explore narrative setting, plot and characters</i> <i>Talk confidently about a text and respond to it in a range of ways</i> <i>Broaden understanding and use of appropriate vocabulary across the curriculum</i> <i>Explore important themes of courage, friendship, perseverance and determination</i> <i>Write in role from more than one perspective</i> <i>Write short recounts from fictional and personal experiences</i> <i>Sequence events to write a short narrative based on a known model</i> <i>Engage in oral storytelling and bookmaking</i> <u>Belonging and Justice</u> Funni has a very different lifestyle from many of our children but this story shows them that kindness is always good, it also explores environmental issues, different family structures. <u>Writing outcomes</u> The focus will be on narrative both fictional and from personal experience</p>	<p>Lila and the Secret of Rain Lila's Kenyan village is suffering a terrible drought. When Lila hears her mother say that 'without water there can be no life' she sets out on a quest to uncover the secret of rain and so save the village. This modern folk tale reminds us of how necessary and precious water is for survival and provides an opportunity to explore together some larger themes of conservation. <i>Explore, interpret and respond to a picture book</i> <i>Explore narrative setting, plot and characters</i> <i>Broaden understanding and use of well-chosen vocabulary</i> <i>sequence events to retell a narrative</i> <i>Write simple non-chronological reports</i> <u>Belonging and Justice</u> Make sure during this work children also see photographs of modern day Kenya including cities to avoid reinforcing stereotypes. <u>Writing outcomes</u> Develop narrative writing through developing plot, setting and characters Sequence sentences to form short narratives Information text about Kenya Information text about weather</p>	

Writing the same story from different perspectives.
Beginning to explore how to show feelings in their writing.

Summer

How to be a Lion
How to be a Lion is a story about a Lion who doesn't match the stereotypical definition of what a lion should be (fierce). It is a story that teaches the reader that we should celebrate our uniqueness and be who we want to be regardless of what others may say. This book is a picture book with less words.
Understand what an illustrator is
Understand how illustrations express emotions and different personalities and translate this into language
Understand that a story can teach a lesson to the reader (have meaning beyond the story).
Understand and practise how to plan a story using a story map.
Use a thesaurus to find more interesting vocabulary.
Understand the key parts of a story.
Write a story with a clear meaning and purpose.
Use talk to give explanations and opinions
Sustain relevant listening, responding to what they have heard with relevant comments and questions
Writing Outcomes
Focus on independence and developing own ability to write
For Years 1's the picture can be used as a scaffold to create their own descriptions and stories
Fo year 2 they will write at length
Narrative, information text (about a lion or otter animal), Instructions (how to be a lin, looking after a pet lion), Persuasive text (why a lion is a good pet)

Anna Hibiscus by Atinuke
A longer text introducing children to th world of chapter books. Anna Hibiscus lives in amazing Africa with her mother, her father, her baby twin brothers, and lots and lots of her family. Join her as she splashes in the sea, prepares for a party, sells oranges, and hopes to see sweet, sweet snow!
Discuss themes and issues that arise in this moving story, enabling children to make connections with their own lives;
Explore and develop ideas through talk and to listen to each other's responses;
Develop creative responses to the text
Compose poetry in response to reading, artwork and visualising;
Write in role in order to explore characters and events;
Develop storytelling techniques in the style of Atinuke.
Write for a range of purposes and audience;
Reflect on reading through keeping a reading journal
Belonging and Justice
The author manages to share the experience of Anna without enforcing stereotypes. The book was recommended as part of the reading realities training and has been added as a high quality text that helps children to look beyond what they know.
Writing Outcomes
Tell Me responses My family Piece of advice for Anna Writing in role as Anna (texts and

		postcards) Explanations about what their family means to them Collaborative poem about the journey Thought and speech bubbles Captions Narrative storybook for Anna's baby brothers Information booklet / e-book about Nigeria or Canada chart for recording ideas invitations for visits and thank you cards	
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These texts will be supplemented by writing inspired by the seasons, celebrations and cross curricular writing linked to other subjects (e.g. writing up observations in investigations in Science and designs/evaluations in DT, non-chronological reports linked to topic work).