

## English Overview Long Term Plan

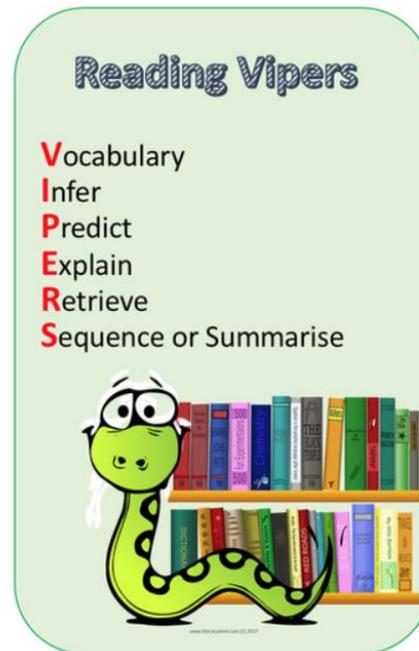
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Meaning to marks to CVC to simple sentences</b></p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>•topic related sentences linking to a familiar story</li> </ul> <p><b>Non fiction:</b></p> <ul style="list-style-type: none"> <li>•captions, labels</li> <li>•simple facts</li> <li>•poetry:</li> <li>•rhyming CVC words</li> </ul>	<p><b>Meaning to marks to CVC to simple sentences</b></p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>•topic related sentences linking to a familiar story</li> </ul> <p><b>Non fiction:</b></p> <ul style="list-style-type: none"> <li>•captions, labels</li> <li>•simple facts</li> <li>•poetry:</li> <li>•rhyming CVC words</li> </ul>	<p><b>Meaning to marks to CVC to simple sentences</b></p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>•traditional tales</li> </ul> <p><b>Non fiction:</b></p> <ul style="list-style-type: none"> <li>•role play: menus, prescriptions, invitations, notes</li> <li>•lists</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>•rhyming CVC words</li> <li>•Julia Donaldson focus</li> </ul>	<p><b>Meaning to marks to CVC to simple sentences</b></p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>•traditional tales</li> </ul> <p><b>Non fiction:</b></p> <ul style="list-style-type: none"> <li>•role play: menus, prescriptions, invitations, notes</li> <li>•lists</li> <li>•recounts</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>•rhyming CVC words</li> </ul>	<p><b>Meaning to marks to CVC to simple sentences</b></p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>•fantasy sentence, e.g. If I had a flying carpet, I would go ...</li> <li>• simple stories</li> </ul> <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>•letters in meaningful context, shared writing</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>•changing words to alternative endings</li> <li>•poems from around the world</li> </ul>	<p><b>Meaning to marks to CVC to simple sentences</b></p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>•fantasy sentence, e.g. If I had a flying carpet, I would go ...</li> <li>• simple stories</li> </ul> <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>•letters in meaningful context, shared writing</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>•changing words to alternative endings</li> <li>•poems from around the world</li> </ul>
Year 1	<p><b>Fiction- stories with familiar settings</b></p> <p><b>Stories with predictable phrasing and repeating patterns</b></p> <p>Paper Dolls – Julia Donaldson(repeated phrasing)</p> <p>Highway rat</p> <p>Dogger (familiar setting)</p> <p>Amazing Grace</p>	<p><b>Film study - The Girl with the Yellow Bag. setting description short narrative</b></p> <p><b>Labels, lists and signs</b></p> <p><b>Poems -rhyming couplets</b></p> <p>Not a stick (labels and signs)</p> <p>At the zoo</p> <p>Hickory dickory Dock</p> <p>Bed in Summer</p> <p>The Caterpillar</p> <p>Down by the Dustbin</p>	<p><b>Traditional tales</b></p> <p><b>Letters and description</b></p> <p>Rapunzel</p> <p>This is the house that jack built</p> <p>The day the cravons quit</p> <p>Aesop fable (letter and description)</p>	<p><b>Instructions</b></p> <p><b>Poems about the senses -vocabulary building</b></p> <p>Don't let the pigeon drive the bus</p> <p>Jam sandwich - making/washing hands</p> <p>I can see, hear, feel and smell (senses poem)</p>	<p><b>Fantasy stories</b></p> <p><b>Information texts</b></p> <p>Pattan's Pumpkin</p> <p>The Gigantic turnip</p> <p>Tigress (information text)</p>	<p><b>Poetry appreciation</b></p> <p><b>Narrative</b></p> <p>Thinker</p> <p>Film Study (Owl babies)</p>
Year 2	<p><b>Traditional tales, fables with morals</b></p> <p><b>Information texts</b></p>	<p><b>Letters and postcards</b></p> <p><b>Instructions</b></p>	<p><b>Fiction</b></p> <p><b>Recounts - first person</b></p>	<p><b>Information writing</b></p> <p><b>Film study</b></p> <p><i>The Girl with the</i></p>	<p><b>Stories by the same author</b></p> <p><b>Report – assemble</b></p>	<p><b>Film study</b></p> <p><i>The Bridge</i></p> <p><b>Poems</b></p>

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		Take one poet - poetry appreciation		<i>Yellow Bag</i>	information	
Year 3	Stories by the same author: Roald Dahl Instructions and explanations	Poems from around the world Film Study: The Black Hat (Narrative, character description, figurative language)	Recount- Diaries  Film Study-The Littlest Shoemaker  (Persuasive adverts)	Performance Poetry  Book Study-The Miraculous Journey of Edward Tulane (narrative/letter writing)	Recounts-Newspaper reports film unit (Spy Fox)  Information – Non Chronological Reports	Book study-The Iron Man-Ted Hughes (Description, action sequences, diary, instructions)  Letters
Year 4	Fables  Information texts (Film Study: The Present)	Poetry – Syllabic form  Newspaper reports (Book study: Tuesday)	Roman Myths and legends  Stories with humour  Odes and Insults poems	Performance Poetry  Stories from other cultures	Biography (WWII themed)  Chronological Reports (Book study: George’s Marvellous medicine)  List Poems and Kennings	Persuasive writing (Book study: Great Kapok tree)  Diary (Film Study: There’s a Rangtan in my bedroom)
Year 5	Letters and correspondence (Alchemist’s Letter)  Greek Myths	Argument and debate (Elgin Marbles)  Classic poetry (Highwayman)	Classic fiction (Hobbit)  Autobiography (Pere Lachaise)	Explanation (rivers)  Poetic style (river poems/Convergence of the Twain)	Journalistic writing (DT link) and TV journalism  Visual literacy (Swing of Change)	Plays (Shakespeare)  Non Chronological Reports (biomes)  Travel Writing (biomes)
Year 6	Historical Fiction (WW1)  Instruction and Explanation  Choral and Performance Poetry	Significant Author study (Philip Pullman)  Fiction - outsiders  Recounts – writing in role	Flashbacks  Film narrative (Francis)  Narrative Poetry	Reports and Information  Discussion and persuasion	Revision units  Non Chronological Reports	Film Study (Titanium)  Poet study -Emily Dickinson or Classic Fiction (link to end of year show)

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**Guided reading** – in addition to regular individual reading (at least once weekly with an adult and more often, according to need) in Key Stage 1 and lower key stage 2, all pupils take part in weekly guided reading session where they use a range of activities to develop their reading comprehension skills. Children have the opportunity to change their reading books regularly in school. They also have regular access to library session where they may also borrow books to take home. We use the Vipers approach to ensure all key skills are covered.



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**Grammar and spelling** – all pupils in Key Stage 1 and 2 study the expectations of the grammar and spelling curriculum both within English lessons and in discrete sessions, depending on age and need.

**Handwriting** – is practised daily in EYFS and Key stage 1. Handwriting is practised regularly in Key stage 2, depending on the age and needs of the children. We use a cursive handwriting style from Foundation Stage to year 6. Children first learn to form letters starting on the line and ending with a flick, when they are ready they learn to join.