English Overview 2022-23 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Meaning to marks to CVC to simple words Fiction: •topic related sentences linking to a familiar story Non fiction: •captions, labels •simple facts •poetry: •rhyming CVC words	Meaning to marks to CVC to simple words Fiction: •topic related sentences linking to a familiar story Non fiction: •captions, labels •simple facts •poetry: •rhyming CVC words	Meaning to marks to CVC to simple sentences Fiction: •traditional tales Non fiction: •role play: menus, prescriptions, invitations, notes •lists Poetry: •rhyming CVC words •Julia Donaldson focus	Meaning to marks to CVC to simple sentences Fiction: • fantasy sentence, e.g. If I had a flying carpet, I would go … Non fiction: •role play: menus, prescriptions, invitations, notes •lists •recounts Poetry: •rhyming CVC words	Meaning to marks to CVC to simple sentences Fiction: traditional tales • simple stories Non Fiction: •letters in meaningful context, shared writing Poetry •poems from around the world	Meaning to marks to CVC to simple sentences Fiction: •fantasy sentence, e.g. If I had a flying carpet, I would go … • simple stories Non Fiction: •letters in meaningful context, shared writing Poetry •poems from around the world
Year 1	Repeating patterns Book Study: Toby and the Great Fire of London (Character description/recount) Stories with predictable phrasing and repeating patterns (3 little pigs, The Gingerbread man)	Film study - The Girl with the Yellow Bag. (setting description short narrative) Poems -rhyming couplets Letters and description	Labels, Lists and Captions Instructional writing	Poems about the senses -vocabulary building Book Study: Narrative – Mrs Mole, I'm home	Traditional Tales Information Texts: Book study – The storm whale	Poetry appreciation Narrative – film study 'bubbles'. Book study - 'Grandpa's island'
Year 2	Traditional tales, fables with morals	Letters and postcards	Fiction	Information writing	Stories by the same author	Film study *The Bridge*

English Overview 2022-23 Long Term Plan

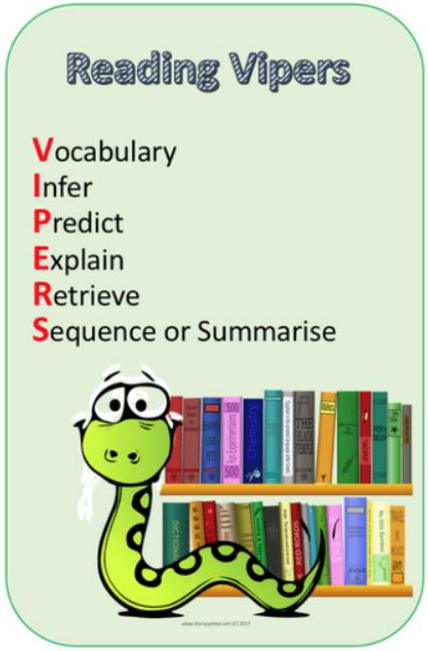
	Information texts	Instructions Take one poet -poetry appreciation	Recounts - first person	Film study: the black hat	Report – assemble information	Poems
Year 3	Stories by the same author: Roald Dahl Instructions and explanations	Poems from around the world Film Study: The Black Hat (Narrative, character 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	Modern Fiction (The lost thing book and short film) Narrative poetry Explanation (When I met Dudley)	Performance poetry: (The Nightmail) Fantasy (Winter's child)	Roman Myths and legends Newspaper reports(book study: Charlie and the Chocolate factory) Odes and Insults poems	Syllabic form Stories from other cultures (Rain player)	Biography (WWII themed) Chronological Reports (Book study: The Matchbox Diary) List Poems and Kennings	Persuasive writing (Book study:Tarbeach) 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	Film narrative (Francis) Choral and	Significant Author study (Philip Pullman)	Reports and Information Discussion and	Revision units Non Chronological Reports	Flashback Classic Fiction (link to

English Overview 2022-23 Long Term Plan

	Explanation	**Performance Poetry**	**Narrative Poetry** **Recounts – writing in role**	**persuasion**		**end of year show)**

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.

English Overview 2022-23 Long Term Plan



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.