

## English Overview 2023-2024 Long Term Plan

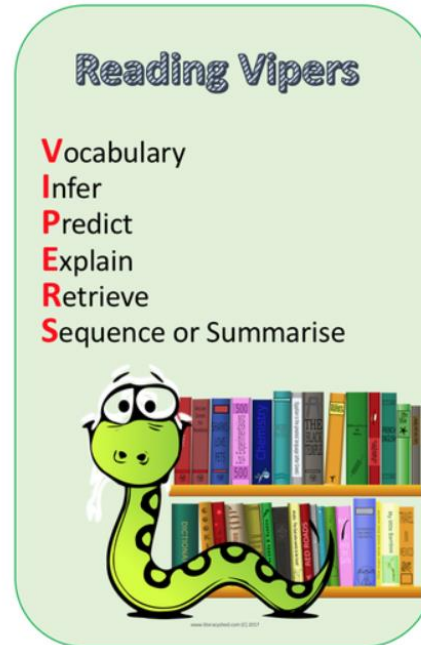
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p>Meaning to marks to CVC to simple words</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>•topic related sentences linking to a familiar story</li> </ul> <p>Non fiction:</p> <ul style="list-style-type: none"> <li>•captions, labels</li> <li>•simple facts</li> <li>•poetry:</li> <li>•rhyming CVC words</li> </ul>	<p>Meaning to marks to CVC to simple words</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>•topic related sentences linking to a familiar story</li> </ul> <p>Non fiction:</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>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>•traditional tales</li> </ul> <p>Non fiction:</p> <ul style="list-style-type: none"> <li>•role play: menus, prescriptions, invitations, notes</li> <li>•lists</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>•rhyming CVC words</li> <li>•Julia Donaldson focus</li> </ul>	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>•fantasy sentence, e.g. If I had a flying carpet, I would go ...</li> </ul> <p>Non fiction:</p> <ul style="list-style-type: none"> <li>•role play: menus, prescriptions, invitations, notes</li> <li>•lists</li> <li>•recounts</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>•rhyming CVC words</li> </ul>	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>traditional tales</li> <li>• simple stories</li> </ul> <p>Non Fiction:</p> <ul style="list-style-type: none"> <li>•letters in meaningful context, shared writing</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>•poems from around the world</li> </ul>	<p>Meaning to marks to CVC to simple sentences</p> <p>Fiction:</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>Non Fiction:</p> <ul style="list-style-type: none"> <li>•letters in meaningful context, shared writing</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>•poems from around the world</li> </ul>
<b>Year 1</b>	<p>Repeating patterns</p> <p>Book Study: Toby and the Great Fire of London (Character description/recount)</p>	<p>Poems -rhyming couplets</p> <p>Letters and description</p> <p>Stories with predictable phrasing and repeating patterns (3 little pigs, The Gingerbread man)</p>	<p>Labels, Lists and Captions</p> <p>Instructional writing</p>	<p>Poems about the senses -vocabulary building</p> <p>Book Study: Narrative – Mrs Mole, I'm home</p>	<p>Information Texts: Book study – The storm whale</p> <p>Poetry appreciation (Nature Poems)</p>	<p>Traditional tales</p> <p>Book study - 'Grandpa's island'</p>
<b>Year 2</b>	<p>Traditional tales, fables with morals</p> <p>Information texts</p>	<p>Letters and postcards</p> <p>Instructions</p>	<p>Fiction</p> <p>Recounts - first person</p>	<p>Film study: the black hat</p>	<p>Stories by the same author</p> <p>Report (non-chronological)– assemble information</p>	<p>Film study <i>The Bridge</i></p> <p>Poems</p>

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<b>Year 3</b>	<p>Stories by the same author: Roald Dahl (focus on two books)</p> <p>Instructions and explanations</p>	Poems from around the world	<p>Recount- Diaries</p> <p>Film Study-The Littlest Shoemaker</p> <p>(Persuasive adverts)</p>	<p>Performance Poetry</p> <p>Book Study-The Miraculous Journey of Edward Tulane (narrative/letter writing)</p>	<p>Recounts-Newspaper reports film unit (Spy Fox)</p> <p>Information – Non Chronological Reports</p>	<p>Book study-The Iron Man-Ted Hughes (Description, action sequences, diary, instructions)</p> <p>Letters</p>
<b>Year 4</b>	<p>Modern Fiction (The lost thing book and short film)</p> <p>Narrative poetry (The sound collection)</p> <p>Explanation (When I met Dudley)</p>	<p>Performance poetry: (The Nightmail)</p> <p>Fantasy (Winter's child)</p>	<p>Roman Myths and legends</p> <p>Newspaper reports(book study: Charlie and the Chocolate factory)</p> <p>Odes and Insults poems</p>	<p>Syllabic form (Volcano haikus)</p> <p>Stories from other cultures (African stories)</p>	<p>Biography (WWII themed)</p> <p>Chronological Reports/Diary (Book study: The Matchbox Diary)</p>	<p>Persuasive writing (Book study:Tarbeach)</p> <p>Stories that raise issues (link to rainforest topic)</p> <p>List Poems and Kennings</p>
<b>Year 5</b>	<p>Letters and correspondence (Alchemist's Letter)</p> <p>Greek Myths</p>	<p>Argument and debate (Elgin Marbles)</p> <p>Classic poetry (Highwayman)</p>	<p>Classic fiction (Hobbit)</p> <p>Autobiography (Pere Lachaise)</p>	<p>Explanation (rivers)</p> <p>Poetic style (river poems/Convergence of the Twain)</p>	<p>Journalistic writing (DT link) and TV journalism</p> <p>Visual literacy (Swing of Change)</p>	<p>Plays (Shakespeare)</p> <p>Non Chronological Reports (biomes)</p> <p>Travel Writing (biomes)</p>
<b>Year 6</b>	<p>Historical Fiction (WW1)</p> <p>Instruction and Explanation</p>	<p>Film narrative (Francis)</p> <p>Choral and Performance Poetry</p>	<p>Significant Author study</p> <p>Autobiographies</p> <p>Recounts – writing in role</p>	<p>Reports and Information</p> <p>Discussion and persuasion</p>	<p>Revision units</p> <p>Non Chronological Reports</p>	<p>Flashback</p> <p>Classic Fiction (link to end of year show)</p>

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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.



**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.