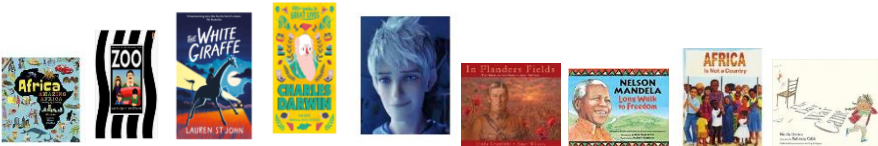
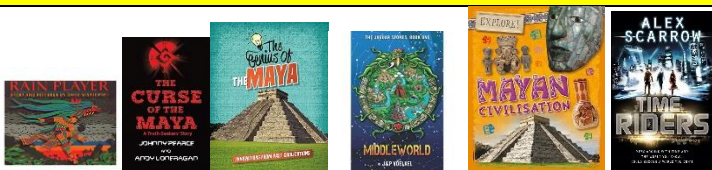


English long-term overview- Cycle A

	Tē m1			Tē m2			Tē m3			Tē m4			Tē m5			Tē m6						
Topi c	Out d' Afri ca						H asi c P d i t i o n						Myt hs and Legends									
See EB Read ng Sp ne																						
Suggested texts																						
Text type English	Poetry/ descriptive piece	Non-fiction	Narrative	Poetry	Non-fiction	Narrative	Poetry- environmental	Non-fiction	Narrative	Poetry (Multicultural)	Non-fiction	Narrative	Non-fiction		Non-fiction		Narrative	Poetry	Narrative			
Suggested texts	Starting point- Africa Debate Starting point picture book- Zoo by Anthony Browne	Should we keep animals in zoos? Debate Starting point picture book- Zoo by Anthony Browne	Description of setting	Remembrance poetry Randersfield	Charles Darwin- Little guides to great lives; Dan Green Biography	Musical story- Jack Frost	Poems from Green and Blue Planet	Historical fiction- Persuasion The Whale who ate plastic	Historical fiction- Simon Mayo	Maya Angelou- Life doesn't frighten me	Beowulf- Dry Letters	Dragon narrative	Year 6- Reading review and grammar texts on		Newspaper report linked to Greek myths.		Narrative- Greek myths	Poetry- Cde	History point- show			
GPS coverage	- CL and dosing punctuation - Nouns, verbs, adjective, adverbs. - Phrases, clauses and sentences.			- Co-ordinate and subordinate conjunctions - Fronted adverbials and commas - Semantic devices and clauses - Active and passive - Modal verbs - Speech			- Apostrophes - Reported and direct speech - Determiners - Hyphens - Main- subordinate clauses			Tense types- progressive, simple, perfect.			- Verb forms- The subjunctive mood - Expanded noun phrases (as a device for up-levelling writing.)			- Grammatical terms and word classes - Punctuation (see writing progression doc.) - Functions of sentences.			YEAR 6- Revision and consolidation on transition to Year 7.			
Spelling Year 5 REFER TO SPELLING SHED SCHEME	-tious -ious -dous -dial -tial			-ant -ance -ancy -ent -ence -able -ible			-ably -ibly	Ch words	-able Adverbs of time	-fer	Silent letters	Silent letters	Ch words	ie after c e as ee ough as or ough	Adverbs	Hyphens	Near homophones homophones		Ch words	Hypens Ch words	Revision words	
Spelling Year 6 REFER TO SPELLING SHED SCHEME	-dial and --tial Ch words						i with y	igh with y	-over	-ful	Nouns and verbs	oa spelled out or ow	Dis-un-over-im	ph origin s Unstressed vowels	-ent -ance -er -or -ar	Adverbs	-ably -ible -ibly	-ent -ance -er -or -ar	Adverbs	Revise and consolidate Transition to Year 7		

Reading	Writing transcription and composition	Vocabulary, Punctuation and Grammar	Handwriting
- maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing the mes and conventions in and across a wide range of writing - making comparisons within and across books by learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.	- use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters (for example, knight, psalm, seldom) - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus - plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate format and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - revising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader - evaluate and edit by: assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors	- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semicolons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	Write legibly, fluently and with increasing speed by: choosing which shape of alphabet to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

English long-term overview- Cycle B

	Ter m1			Ter m2			Ter m3			Ter m4			Ter m5			Ter m6		
Topic	Into the Unknown						Far King and Country (WWI)						AD 900 Maya					
See EB Reading Spine																		
Suggested texts																		
Text type English	Descriptive writing	Non-fiction	Narrative	Poetry	Non-fiction	Narrative	Poetry	Non-fiction	Narrative	Poetry	Non-fiction	Narrative	Non-fiction		Narrative		Non-fiction	Narrative
Suggested texts	There is above my eyes.	Moons and new reports	Baboon on the moon	Remembrance	Space race debate		World War I poetry	Persuasive speech Should we go to war?	The lion the witch and the wardrobe Evacuation	Binz poetry: free verse	Archaic used in WWI Skyward	Binz Pearl harbour?	Year 6- Reading review and grammar texts on		Mayan adventure		Newspaper - discovery of treasure Day entry: arrival in Guatemala	Mayan tradition story
GPS coverage	- CL and dosing punctuation - Nouns, verbs, adjective, adverbs. - Phrases, clauses and sentences.			- Co-ordinate and subordinate conjunctions - Fronted adverbials and commas - Sequences and clauses - Active and passive - Modal verbs - Speech			- Apostrophes - Reported and direct speech - Determiners - Hyphens - Main subordinate clauses			Tense types- progressive, simple, perfect.			- Verb forms- The subjunctive mood - Expanded noun phrases (as a device for up-levelling writing.)			- Grammatical terms and word classes - Punctuation (see writing progression doc.) - Functions of sentences.		
Spelling Year 5 REFER TO SPELLING SHED SCHEME	-tious -ious -dous -dial -tial			-ant -ance -ancy -ent -ence -able -ible			-able	Adverbs of time	-fer	Silent letters	Silent letters	Ch words	ie after c	ei as ee	ough as or	ough	Ad ver bs	Ch word s
Spelling Year 6 REFER TO SPELLING SHED SCHEME	-dial and -tial Ch. words			i with y igh with y			-over	-ful	Noun s and verbs	oa spelle d ou or ow	Soft c (ce)	Dis- un- over- im	ph	origin s	Unstresse d vowel s	-ent -or -ar -ance	-er -or -ar	Adverb s
Near homophones homophones																		
Hypens Ch words Revision words																		
Revise and consolidate Transition to Year 7																		

Reading	Writing transcript and composition	Vocabulary, Punctuation and Grammar	Handwriting
- maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing the themes and conventions in and across a wide range of writing - making comparisons within and across books by learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.	- use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters (for example knight, psalm, solemn) - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus - plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate format and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader - evaluate and edit by: assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors	- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - indicating grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using sequences, clauses or dashes to mark boundaries between independent clauses - using a clause to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.