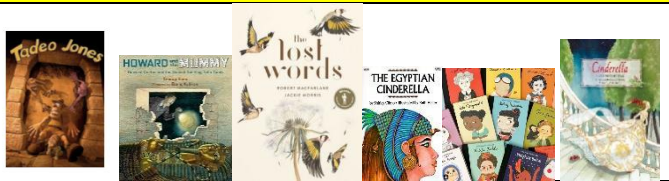
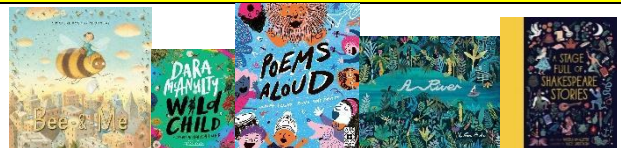


English long-term overview- Cycle A

	Tē m1						Tē m2						Tē m3						Tē m4						Tē m5						Tē m6												
Topic	Active planet												Ancient Egyptians												Food and Farming																		
See EB Reading Spine																																											
																																											
Text type English	Poetry/ descriptive piece		Non-fiction Information text		Narrative		Poetry		Non-fiction Recount		Narrative		Poetry		Non-fiction News reports		Narrative Visual literacy		Poetry		Non-fiction Multicultural texts		Non-fiction		Poetry		Non-fiction Persuasive/letter		Narrative		Poetry		Non-fiction Expansion		Narrative								
Suggested texts	Here we are - Oliver Jeffers.		Vladimir and the Dragon		When the Giant Stirred - Gail Godkin		October party - Gail Godkin		Escape from Pompeii - George Cooper		The Santa Trap		News reports - Howard Carter discovers tomb		Tadeo Jones		Multicultural poetry from around the world		Traditional tales from around the world		Biography		Free verse poetry		Written texts - Visual literacy- Bee movie		Bee and me		Modern poetry		Literary works - Shakespeare		Classical - Shakespeare										
GPS coverage	Sentence structure Statements, questions, commands, exclamation Subject/object of sentence Possessive apostrophes						Conjunctions (Year 4) including sentence work on main and subordinate clauses). Adverbs Fronted adverbials						Inverted commas Speech marks Direct speech Pronouns and nouns						Present tense Simple past tense Present perfect formative verbs Use of standard English						Prepositions e.g. before, after, during, because of Possession Using the possessive apostrophe with singular and plural nouns Determiners																		
Spelling Year 3 REFER TO SPELLING SHED SCHEME	ou	ou	y make sl sound	sure	ture	Challenge words	re	ds	ms	ing er ed	ing er ed	Challenge words	d	ed gh	ey	ly	homophones	Challenge words	d	le	ly le	ly ic	ly	Challenge words	er	ch	que que	sc	Homophones	Challenge words	slon	Challenge words	Revision of Year 3 words										
Spelling Year 4 REFER TO SPELLING SHED SCHEME	Homophones	in	ll m ir	sub	inter	Challenge words	ation	ation	ly	lly	ch	Challenge words	slon	ous	ous ge	Suffixes	ious eous	Challenge words	au	tion	slon	dan	adverbs	Challenge words	Homophones	c before i and e	s d red	phon sign	super anti auto	b	Challenge words	Hard with apostrophes	Revision of Year 4 words										

Reading	Writing/translation	Vocabulary, Punctuation and Grammar	Handwriting
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in both to read aloud and to understand the meaning of new words they meet read further exceptions to words, noting the unusual correspondences between spelling and sound, and whether they occur in the word develop positive attitudes to reading and an understanding of what they read by: - listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or text books - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wider range of books - preparing poems and playscripts to read aloud and to perform showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry (for example free verse, narrative poetry) - understand what they read in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and exploring the meaning of words in context - asking questions to improve their understanding of text - 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 - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying how language, structure and presentational features contribute to meaning - retrieve and recall information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	use further prefixes and suffixes and understand how to add them - see spelling further homophones spell words that are often misspelled place the possessive apostrophe accurately in words with regular plurals (for example 'girls', 'boys') and in words with irregular plurals (for example 'children's') use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far plan their writing by: - discussing writings in a topic that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - draft and write by: - composing and rehearsing sentences orally (finding dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, a editing settings, characters and plot - in non-narrative material, using simple organisational devices (for example headings and sub-headings) - evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meanings are clear develop their understanding of the concepts set out in English appendix 2	extend their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect formative verbs in contrast to the past tense choosing nouns or pronouns appropriate for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials indicating grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns using and punctuation direct speech use and understand the grammatical terminology in accurately and appropriately when discussing their writing and reading	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best joined increase the legibility, consistency and quality of their handwriting (for example by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

English long-term overview- Cycle B

	Term 1						Term 2						Term 3						Term 4						Term 5						Term 6					
Topic	Readers												Scavengers and Settlers												Inventions											
	See EB Reading Spine																																			
Text type English	Poetry/ descriptive piece		Non-fiction Information text		Narrative		Poetry		Non-fiction		Narrative		Descriptive writing		Non-fiction News reports		Narrative		Poetry		Narrative		Non-fiction		Poetry		Non-fiction		Narrative		Poetry		Non-fiction		Narrative	
Suggested texts	Where the Forest meets the sea		Information texts		The Paradise Garden		Rangoon and poetry		Vanishing rainforest- debate		Based on RFP book 'The Explorer' by Katherine Rundell		Descriptive- The first day		Archer/ Journey to Stonehenge		Stone boy		A poem/ a story- spring day		Based on novel- Stig of the dump??		How to wash a woolly mammoth		Classical poetry		Inventions across the ages		Tracking contraptions				Persuasive writing- mobile phones Steve Jobs		Hugo Cabret	
GPS coverage	Sentence structure Statements, questions, commands, exclamations Subject/object of a sentence Possessive apostrophes						Conjunctions (Year 4) finding sentence work on main and subordinate clauses). Adverbs Fronted adverbials						Inverted commas Speech marks Direct speech Pronouns and nouns						Present Tense Simple past tense Present perfect form verbs Use of standard English						Prepositions e.g. before, after, during, because of Possession Using the possessive apostrophe with singular and plural nouns Determiners											
Spelling Year 3 REFER TO SPELLING SHED SCHEME	ou	ou	y make sl sound	sure	ture	Challenge words	re	ds	ms	ing er ed	ing er ed	Challenge words	d	ad gh	ey	ly	homophones	Challenge words	d	le	ly le	ly ic	ly	Challenge words	er	ch	gue que	sc	Homophones	Challenge words	sion	Challenge words	Revision of Year 3 words			
Spelling Year 4 REFER TO SPELLING SHED SCHEME	Homophones	in	ll m ir	sub	inter	Challenge words	ation	ation	ly	lly	ch	Challenge words	sion	ous	ous ge	Suffixes	tious eous	Challenge words	ou	tion	sion	dan	adverbs	Challenge words	Homophones	c before i and e	sad red	phon sign	super anti auto	b	Challenge words	Hard with apostrophes	Revision of Year 4 words			

Reading	Writing/translation	Vocabulary, Punctuation and Grammar	Handwriting
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in both fore and aft and to understand the meaning of new words they meet read further- exceptions in words, noting the unusual correspondences between spelling and sound- and where these occur in the word develop positive attitudes to reading- and an understanding of what they read, by: listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or text books reading books that are structured in different ways- and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wider range of books, including fairy tales, myths and legends, and retelling some of these orally identifying themes and conventions in a wider range of books preparing poems and playscripts to read aloud and to perform- showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (for example free verse narrative poetry) understand what they read in books they can read independently, by: checking that the text makes sense to them- discussing their understanding- and explaining the meaning of words in context asking questions to improve their understanding of a text 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 identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure and presentation contribute to meaning retrieve and recall information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	use further prefixes and suffixes and understand how to add them- see spell further homophones spell words that are often misspelled place the possessive apostrophe accurately in words with regular plurals (for example 'girls', 'boys') and in words with irregular plurals (for example 'children') use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far plan their writing by: discussing writing situation to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example headings and sub-headings) evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear develop their understanding of the concepts set out in English appendix 2	extending their range of sentences- with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials indicating grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in accurately and appropriately when discussing their writing and reading	use the diagonal and horizontal strokes that are needed to write letters and understand which letters, when adjacent to one another, are best left undivided increase the legibility, consistency and quality of their handwriting (for example by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)