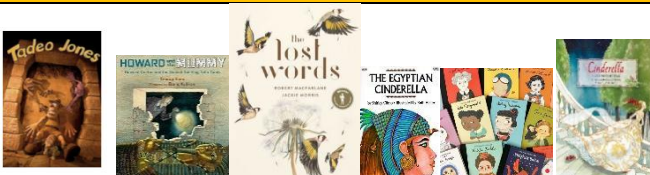
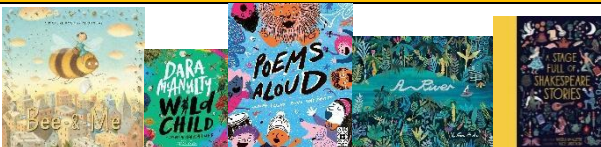
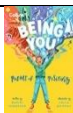


English Long-term Overview- Cycle A

	Term 1						Term 2						Term 3						Term 4						Term 5						Term 6						
Topic	Active planet												Ancient Egyptians												Food and Farming												
See EB Reading Spine																																					
																																					
Text type English	Poetry/ descriptive piece		Non-fiction <i>Information text</i>		Narrative		Poetry		Non-fiction <i>Recount</i>		Narrative		Poetry		Non-fiction <i>News reports</i>		Narrative <i>Visual literacy</i>		Poetry		Narrative <i>Multicultural texts</i>		Non-fiction		Poetry		Non-fiction <i>Persuasive letter</i>		Narrative		Poetry		Non-fiction <i>Explanation</i>		Narrative		
Suggested texts	Here we are- Oliver Jeffers.		Volatile volcanos		When the Giant Stirred- <i>Celia Godkin</i>		October party Classical <i>George Cooper</i>		Escape from Pompeii.		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		Wildlife areas Visual literacy- Bee movie		Bee and me		Modern poetry		Life/ water cycles		Classic text- Shakespeare		
GPS coverage	Sentence structure Statements, questions, commands, exclamations Subject/object of a 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 form of 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 s I sound	sure	ture	Challe nge words	re	dis	mis	ing er ed	ing er ed	Challe nge words	ai	ei eigh	ey	ly	homo phone s	Challn ege words	al	le	Ly le	ly ic	ly	Challe nge words	er	ch	gue que	sc	Homop hones	Challen ge words	sion	Challe nge words	Revision of Year 3 words				
Spelling Year 4 REFER TO SPELLING SHED SCHEME	Homo phon es	in	Il lm ir	sub	inter	Challe nge words	ation	ation	ly	lly	ch	Challe nge words	sion	ous	ous ge	Suffixe s	ious eous	Challe nge words	au	tion	sion	cian	adver bs	Challe nge words	Homop hones	c before i and e	sol real	phon sign	super anti auto	bi	Challe nge words	Plural with apostr ophes	Revision of Year 4 words				

Reading	Writing transcript	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 exception 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 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 using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts 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 record 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 misspelt 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 writing similar to 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 (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 the 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 of 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 indicate 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 join letters and understand which letters, when adjacent to one another, are best left unjoined 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	Rainforests												Scavengers and Settlers												Inventions											
	Rainforests												Scavengers and Settlers												Inventions											
																																				
Text type English	Poetry/ descriptive piece		Non-fiction <i>Information text</i>		Narrative		Poetry		Non-fiction		Narrative		Descriptive writing		Non-fiction <i>News reports</i>		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		Rang-tan- choral poetry		Vanishing rainforest- debate		Based on RFP book ‘The Explorer’ by Katherine Rundell		Description- The First drawing		Amesbury Archer		Stone boy		A poem for every spring day		<i>Based on novel- Stig of the dump??</i>		How to wash a woolly mammoth		Classical poetry		Inventions across the ages		Cracking 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- 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 form of 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 s I sound	sure	ture	Challe nge words	re	dis	mis	ing er ed	ing er ed	Challe nge words	ai	ei eigh	ey	ly	homo phone s	Challn ege words	al	le	Ly le	ly ic	ly	Challe nge words	er	ch	gue que	sc	Homop hones	Challen ge words	sion	Challe nge words	Revision of Year 3 words			
Spelling Year 4 REFER TO SPELLING SHED SCHEME	Homo phon es	in	Il lm ir	sub	inter	Challe nge words	ation	ation	ly	lly	ch	Challe nge words	sion	ous	ous ge	Suffixe s	ious eous	Challe nge words	au	tion	sion	cian	adver bs	Challe nge words	Homop hones	c before i and e	sol real	phon sign	super anti auto	bi	Challe nge words	Plural with apostr ophes	Revision of Year 4 words			

Reading	Writing transcript	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 exception 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 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 using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts 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 record 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 misspelt 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 writing similar to 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 (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 the 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 of 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 indicate 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 join letters and understand which letters, when adjacent to one another, are best left unjoined 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]