



Year _____ English Long Term Overview

| ENGLISH | | Autumn Term | | Spring Term | | Summer Term | |
|----------------|---------------------------------------|--|---|--|---|--|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| READING | Texts | contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | | contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | | contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | |
| | | becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | | becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | | becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | |
| | | being introduced to non-fiction books that are structured in different ways | | being introduced to non-fiction books that are structured in different ways | | being introduced to non-fiction books that are structured in different ways | |
| WRITING | Composition (TEXTS) | Narratives about personal experiences Narrative about real events Consider what they write Plan by saying out loud Writing ideas Re-reading for sense Simple revisions Writing poetry Develop positive attitudes Writing for different purposes | | Narrative about real events Consider what they write Plan by saying out loud Writing sentence by sentence Re-reading for sense Simple revisions Writing poetry Evaluate writing with teacher Proof reading Develop positive attitudes Writing for different purposes | | Narrative about real events Consider what they write Plan by saying out loud Writing sentence by sentence Re-reading for sense Simple revisions Writing poetry Evaluate writing with teacher Proof reading Develop positive attitudes Writing for different purposes | |
| | Vocabulary Grammar Punctuation | Learning how to use familiar and new punctuation Sentences with different forms Expanded noun phrases Tenses Sub-ordination and co-ordination | | Learning how to use familiar and new punctuation Sentences with different forms Expanded noun phrases Tenses Sub-ordination and co-ordination | | Learning how to use familiar and new punctuation Sentences with different forms Expanded noun phrases Tenses Sub-ordination and co-ordination | |

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|--|---|---|--|--|
| | Handwriting | Lower case Capitals Digits Diagonal and horizontal joins Space in between words | Lower case Capitals Digits Diagonal and horizontal joins Space in between words | Lower case Capitals Digits Diagonal and horizontal joins Space in between words |
| | Transcription (spelling/phonics) | Revising all phase 5 sounds Segmenting spoken words Spell common exception words Add suffix to spell longer words Dge, 'kn, gn' ,wr, le, el , al Y at the end of words Add es, ed, ing, er, | Segmenting spoken words Spell common exception words Add suffix to spell longer words A before l and double ll o as u, l' as ey, 'a' as ao Suffix –ful, -less est | Spell common exception words Add suffix to spell longer words Homophones and near homophones Suffix _ment, _ness and ly Contractions Possessive apostrophes |
| | Spoken Language | Listen appropriately ask relevant questions Use vocab strategies Maintain attention Participate in discussions Select and use appropriate registers Speak audibly and fluently with a command of Standard English | Listen appropriately ask relevant questions Maintain attention Use vocab strategies Articulate and justify answers Give well structured descriptions, etc Use spoken language to develop understanding | Listen appropriately ask relevant questions Use vocab strategies Maintain attention Gain interest of the reader Consider and evaluate different viewpoints |