

Year 1 Long Term Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Childhood		Bright Lights, Big City		School Days	
English (Literacy Tree)	<p>Change Sings *whole school text Outcomes: <u>Poetry</u></p> <p>Cave Baby by Julia Donaldson and Emily Gravett Outcomes: <u>Narrative retellings</u> Labels and captions, informal letters</p> <p>Astro Girl by Ken Wilson-Max Outcomes: <u>Fact files about being astronauts</u> Writing in role, commands, 'how to' guides</p>	<p>I want my hat back – Jon Klasson Outcomes: <u>Story sequels</u> Questions, speech bubbles, letters, lists</p> <p>Billy and the Beast by Nadia Shireen Outcomes: <u>Own version 'defeat a monster' narratives</u> Wanted posters, summaries, emails, character descriptions, recipes</p>	<p>Beegu by Alexis Deacon Outcomes: <u>Own version 'alien' narratives</u> Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports</p> <p>The Odd Egg Emily Gravett Outcomes: <u>Egg-spotter's guides (non-fiction reports)</u> Thought and speech bubbles, diaries, letter, certificate</p>	<p>Stanley's Stick by John Hegley and Neal Layton Outcomes: <u>Own version narratives</u> Retellings, descriptions</p> <p>Dinosaurs and all that Rubbish by Michael Foreman Outcomes: <u>Pamphlets</u> Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters</p>	<p>Lost and Found Oliver Jeffers Outcomes: <u>Own version 'losing/finding' narratives</u> Character descriptions, retellings, advice, instructions, non-chronological reports</p> <p>Pig the Pug by Aaron Blabey Outcomes: <u>'How to' guides</u> Character comparisons, fact sheets, shared poetry, own version narratives</p>	<p>Iggy Peck, Architect by Andrea Beatty and David Roberts Outcomes: <u>Fact files</u> Labels, captions, character comparisons, thought and speech bubbles</p> <p>The Magic Bed by John Burningham Outcomes: <u>Own version fantasy stories</u> Setting descriptions, additional scenes, description of magical piece of furniture, lists</p>
Fluency	<ul style="list-style-type: none"> • I can read aloud books that are in line with my phonic knowledge • I can re-read these books to build up my fluency and confidence • Rear Write Inc. scheme 					
SPaG	<p>Spelling and Grammar (embedded throughout the year/ taught in discrete spelling sessions using Read, Write Inc phonics programme)</p> <ul style="list-style-type: none"> • I can break down spoken words into their sounds and spell some correctly • I can spell words containing each of the letter sounds I have been taught • I can spell some common exception words • I can name letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • I can write the correct spellings in simple sentences I hear my teacher say • I can use simple spelling rules 					

- I can use simple spelling rules (adding –s or –es as the plural marker and using the prefix un– using –ing, –ed, –er and –est where no change is needed)
- I can leave spaces between words
- I can join words and join clauses using and
- I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

Year 2/3 Long Term Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Tremors and Urban Pioneers		Movers and Shakers		Magnificent Monarchs	
English (Literacy Tree)	<p>Change Sings *whole school text Outcomes: <u>Poetry</u></p> <p>Leon and the Place Between By Angela McAllister Outcome: Own version fantasy Narrative, descriptive writing, speech bubbles</p> <p>The Street Beneath My Feet by Charlotte Guillian Outcomes: <u>Non Chronological Reports</u>, captions, shape poems</p>	<p>Jim and The Beanstalk by Raymond Briggs <u>Narrative retelling</u> (including <u>dialogue</u>), thought bubbles, informal letters</p> <p>Rosie Revere, Engineer by Iggy Peck Outcomes: <u>Leaflet for a local landmark</u>, Short explanations, writing in role, reports, adverts</p>	<p>The Pied Piper of Hamelin by Michael Morpurgo Outcome: <u>Own version myth/legend</u>, information reports, adverts, formal letters</p> <p>Wolves by Emily Gravett Outcome: <u>non chronological report</u>, captions, character description and comparison</p>	<p>Our Tower by Joseph Coelho Outcomes: <u>Extended Narrative Fantasy</u>, poems, Setting descriptions, diary entry, letter of thanks</p> <p>Cloud Tea Monkeys by Mal Peet Outcomes: <u>Non Chronological report</u>, descriptive passage, how to guide, Letter, discussion</p>	<p>The Barnabas Project Outcome: <u>Brochure</u>, instructional writing, descriptions, adverts, letters of advice, dialogue</p> <p>Nen and the Lonely Fisherman by Ian Eagleton Outcome: <u>own version twist in the tale narrative</u>, character descriptions, diaries, setting description</p>	<p>Dear Earth Isabel Otter and Clara Anganuzzi Outcomes: <u>Information leaflet</u>, instructions, poems, persuasive speeches</p> <p>The Thames and The Tide Club by Katya Balen Outcomes: <u>Narrative</u></p>
Fluency	<p>Reading Fluency supported by strategies such as Reading Theatre from EEF Reading House, taught twice week through focused sessions using either the core text or a link text and assessed through Tim Rasinski’s Reading rubric:</p> <p>Y2 NC Objectives</p>					

	<ul style="list-style-type: none"> ● <i>I can read most words accurately without needing to sound out or hesitate</i> ● <i>I can correct myself when I read something wrongly</i> <p>LKS2 NC Objectives:</p> <ul style="list-style-type: none"> ● <i>I can read words I am unfamiliar with</i> ● <i>I can read more common exception words</i> ● <i>I can fluently read texts that have different structures</i> <p>Fluency Rubric: I can read with expression and volume I can read with punctuation with stress and intonation I can read smoothly with appropriate breaks I can keep a conversational pace throughout reading</p>
SPaG	<p><i>Spelling and Grammar (embedded throughout the year/ taught in discrete spelling sessions using Read, Write Inc phonics programme)</i></p> <p>Year 2</p> <ul style="list-style-type: none"> ● <i>I can break down spoken words into their sounds and write them correctly</i> ● <i>I can learn new spellings by using words I already know</i> ● <i>I can spell many common exception words</i> ● <i>I can spell some/most words which have been shortened</i> ● <i>I can spell words which use an apostrophe to show possession e.g. the girl's book</i> ● <i>I can spell words which sound the same but which are spelt differently e.g. buy, bye, by</i> ● <i>I can add the endings -ment, -ness, -ful, -less, -ly to spell some/most longer words</i> ● <i>I can write the correct spellings and punctuation in simple sentences I hear my teacher say</i> ● <i>I can make new words by putting two words together e.g. whiteboard, superman</i> <p>Year 3</p> <ul style="list-style-type: none"> ● <i>I can use the prefixes un-, dis-, mis-, re-, pre-</i> ● <i>I can add suffixes beginning with the vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</i> ● <i>I can use the suffix 'ly'</i> ● <i>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</i>

<ul style="list-style-type: none"> • I can spell word with endings which sound like 'zhun' e.g. division, decision • I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane. • I can spell words that are often misspelt. • I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym. • I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. • I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. • I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. • I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. • I can use the first two or three letters of a word to check its spelling in a dictionary. • I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Year 3/4 Long Term Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	One Planet, Our World		Traders and Raiders		Emperors and Empires	
English (Literacy Tree)	<p>Change Sings *whole school text Outcomes: <u>Poetry</u></p> <p>The Tin Forest by Helen Ward Outcomes: <u>persuasive information poster</u> information leaflets, postcards, diary, setting description</p> <p>Until I Met Dudley by Roger McGough and Chris Riddell Outcomes: <u>explanatory texts formal and informal,</u></p>	<p>The Ever-Changing Earth by Graham Baker Smith Outcomes: <u>Narrative sequel</u>, letters, leaflets, list poems</p> <p>Tar Beach by Faith Ringold Outcomes: <u>playscript</u>, poetry, setting description, formal letter, dialogue</p>	<p>The Selfish Giant by Oscar Wilde Outcomes: <u>Own version 'kindness' narratives</u> letters, first person recount, diaries, posters, reports</p> <p>Westlandia by Paul Fleischman Outcomes: <u>Non Chronological report</u> retelling, character description, book review</p>	<p>The Mysteries of Harris Burdick by Chris Van Allsberg Outcomes: <u>Own version 'mystery' narratives</u> diary entry, captions, setting descriptions</p> <p>Cloud Tea Monkeys by Mal Peet Outcomes: <u>Non Chronological report</u>, descriptive passage, how to guide, Letter, discussion</p>	<p>Escape from Pompeii by Christina Balit Outcomes: <u>News Paper Report</u>, setting descriptions, diaries, letters</p> <p>Flotsam by David Weisner Outcomes: <u>Mystery Narrative</u> non chronological reports, postcard, setting description</p>	<p>Shackleton's Journey by William Grill Outcomes: <u>Newspaper report</u> justifications, letters, setting descriptions, interviews, diaries, dialogue</p> <p>Cinnamon by Neil Gaiman and Divya Srinivasan Outcomes: <u>Own fable</u>, diary entry, informal letters, adverts, limericks, poetry</p>

	letters, short paragraphs					
Fluency	<p>Reading Fluency supported by strategies such as Reading Theatre from EEF Reading House, taught twice week through focused sessions using either the core text or a link text and assessed through Tim Rasinski's Reading rubric:</p> <p>LKS2 Objectives</p> <ul style="list-style-type: none"> • I can read words I am unfamiliar with • I can read more common exception words • I can fluently read texts that have different structures <p>Fluency Rubric: I can read with expression and volume I can read with punctuation with stress and intonation I can read smoothly with appropriate breaks I can keep a conversational pace throughout reading</p>					
SPaG	<p>Spelling and Grammar (embedded throughout the year)</p> <p>Year 3</p> <ul style="list-style-type: none"> • I can use the prefixes un-, dis-, mis-, re-, pre- • I can add suffixes beginning with the vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited • I can use the suffix 'ly' • I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature • I can spell word with endings which sound like 'zhun' e.g. division, decision • I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane. • I can spell words that are often misspelt. • I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym. • I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. • I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. • I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. • I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. • I can use the first two or three letters of a word to check its spelling in a dictionary. • I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know. 					

Year 4

- I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
- I can understand and add the suffixes -ation, -ous.
- I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.
- I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/- seen, weather/whether, whose/who's.
- I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.
- I can spell words with the 's' sound spelt 'sc' e.g. science, scene.
- I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- I can use the first three or four letters of a word to check its spelling in a dictionary.
- I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Year 5/6 Long Term Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Maafa		Frozen Kingdoms		Britain at War	
English (Literacy Tree)	<p>Change Sings *whole school text Outcomes: <u>Poetry</u></p> <p>Windrush Child by Benjamin Zephaniah Outcomes: <u>persuasive pitch to the local council</u>, thought bubbles, informal letter, poem, diary entry</p> <p>Leila and the Blue Fox by Kiran Millwood</p>	<p>Rain Player by David Wisniewski Outcomes: <u>analytical essay (comparison with Maafa culture)</u></p> <p>Windrush Child by Benjamin Zephaniah <u>Narrative unit?</u></p>	<p>The Last Bear by Hannah Gold Outcomes: <u>Newspaper article</u> character profile, figurative descriptions, dialogue, monologue, scientific report</p> <p>Can We Save The Tiger by Martin Jenkins Outcomes: <u>Discussion Text</u>,</p>	<p>Suffragette: The Battle for Equality by David Roberts Outcomes: <u>Persuasive Campaign</u> Formal Letters, diary entries, balanced arguments, speeches, short news report</p> <p>Hidden Figures by Margot Lee Shetterly Outcomes: <u>Memoir</u>, non-chronological report, job advert,</p>	<p>The Lost Happy Endings by David Roberts Outcomes: <u>prequel narrative – alternate perspective</u>, poetry, descriptive narrative, newspaper report, extended response to text</p> <p>Night Mail by WH Auden Outcomes: <u>Poem</u>, summaries, analysis, performance</p>	<p>Romeo and Juliet by William Shakespear Outcomes: <u>Playscript</u>, diaries, letters, narratives, dialogues, setting and character descriptions, oral debate</p>

	Outcomes: <u>extended blog entry</u> , poetry, informal message, formal letter, short information text, diary, narrative and action scenes		letter, explanation, persuasive speech, simple poem	formal persuasive letters, diary entry, character description, opinion pieces		
Fluency	<p><i>Reading Fluency supported by strategies such as Reading Theatre from EEF Reading House, taught twice week through focused sessions using either the core text or a link text and assessed through Tim Rasinski's Reading rubric:</i></p> <p>UKS2 Objectives</p> <ul style="list-style-type: none"> ● <i>I can read words I am unfamiliar with by applying my knowledge of root words (English appendix 1)</i> ● <i>I can fluently read texts that have different structures</i> <p>Fluency Rubric: I can read with expression and volume I can read with punctuation with stress and intonation I can read smoothly with appropriate breaks I can keep a conversational pace throughout reading</p>					
SPaG	<p><i>Spelling and Grammar (embedded throughout the year)</i></p> <p>Year 5</p> <p><i>or -tious e.g. vicious, delicious, ambitious, cautious.</i></p> <ul style="list-style-type: none"> ● <i>I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</i> ● <i>I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</i> ● <i>I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.</i> ● <i>I can spell words containing the letter-string 'ough' e.g. bought, rough, through</i> ● <i>I can spell some words with 'silent' letters e.g. knight, psalm, solemn.</i> ● <i>I can spell some more complex words correctly including words that are often misspelt.</i> ● <i>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. ● I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</i> ● <i>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.</i> 					

- *I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.*
- *I can use a thesaurus.*

Year 6

- *I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference.*
- *I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.*
- *I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose. • I can use dictionaries to check the spelling and meaning of words.*
- *I can spell most words correctly including words that are often misspelt.*
- *I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • I can use a thesaurus with confidence.*
- *I can understand how words are related by meaning as synonyms and antonyms.*