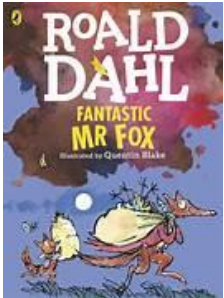
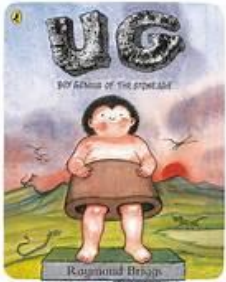
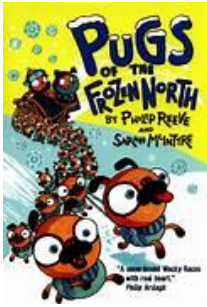
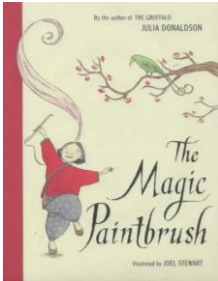
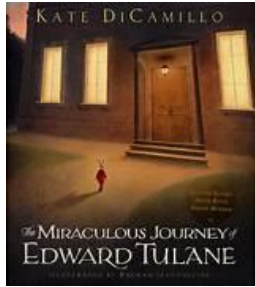
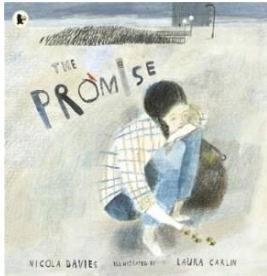


Long Term English Overview



Class: 2 Cycle: A 2023-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Book</p>	<p>Fantastic Mr Fox Roald Dahl</p> 	<p>UG Raymond Briggs</p> 	<p>Pugs of Frozen North Philip Reeve and Sarah McIntyre</p> 	<p>The Magic Paintbrush</p> 	<p>Miraculous journey of Edward Tulane</p> 	<p>The Promise Nicola Davies</p> 
<p>Literary form</p>	<p>Classic Fiction</p>	<p>Picture Book</p>	<p>Modern Fiction</p>	<p>Alternative Tales</p>	<p>Adventure Story</p>	<p>Picture Book</p>
<p>Linked texts</p>	<p>George's Marvellous Medicine The Twits The Witches BFG</p>	<p>Dave's Cave How to start fire Cave Baby</p>	<p>Philip Reeve – Poetry Oliver and Seawigs Cakes in Space</p>	<p>Little Red Hansel & Gretel Versions of traditional tales 'Rapunzel' Tangled -Disney</p>	<p>Noah Barleywater Runs Away Dogger That Rabbit belongs to Emily Brown Winnie the Pooh</p>	
<p>Major writing outcome</p>	<p>Character description x2 weeks</p>	<p>Retell narrative writing 3x weeks</p>	<p>Not whole story – just write part of</p>		<p>Autobiography/biography (recount of his life)</p>	<p>Persuasion letter 3x weeks</p>

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Minor writing outcome	Retelling/ innovation and what happened next. 4x weeks	Instructions (how to build a fire) Retell (Visitor)	Poetry	Diary Entries x 2 weeks	Character descriptions – when have you lost something you loved? Letter to Abeline x 2	Setting Description 2x weeks
Cross curricular reference						
NATIONAL CURRICULUM	Year 3			Year 4		
Transcription (Full year coverage- teachers can change order where necessary)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • 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 • 					
Handwriting (Full year coverage- teachers can change order where necessary)	<ul style="list-style-type: none"> • 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 <p>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]</p>					
Composition	Pupils should be taught to:					

Long Term English Overview



	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • 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: <ul style="list-style-type: none"> • 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
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • 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 • learning the grammar for years 3 and 4 • indicate grammatical and other features by:

Long Term English Overview



	<ul style="list-style-type: none"> • 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 English appendix 2 accurately and appropriately when discussing their writing and reading • 	
<p>Appendix 2</p>	<p>Word Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Punctuation Introduction to inverted commas to punctuate direct speech English - Appendix 2: Vocabulary, grammar and punctuation 4 Year 3: Detail of content to be introduced (statutory requirement) Terminology for pupils preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Word The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Text Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials Terminology for pupils determiner pronoun, possessive pronoun adverbial</p>