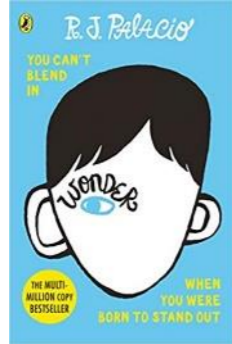
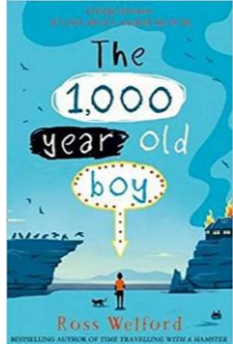
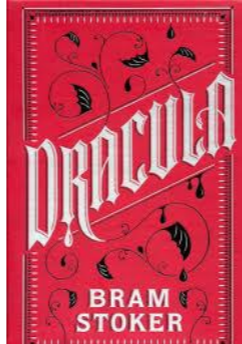
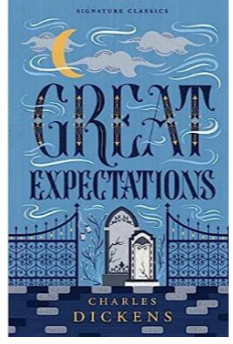

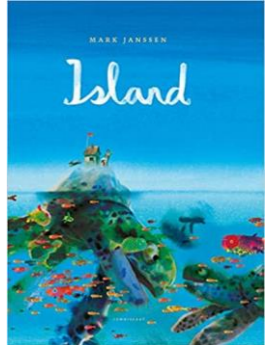


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Class: 3 Cycle: A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book	<p>Wonder</p>  <p>By R.J. Palacio</p>	<p>1000-Year-Old Boy</p>  <p>By Ross Welford</p>	<p>Dracula</p>  <p>By Bram Stoker</p>	<p>Great Expectations</p>  <p>By Charles Dickens</p>	<p>Macbeth</p>  <p>By Andrew Matthews</p>	<p>Island</p>  <p>By Mark Jansen</p>
Literary form	Narrative	Modern Narrative	Gothic Fiction	Classic Fiction	Illustrated novel	Picture book (wordless)
Linked texts	<ul style="list-style-type: none"> Auggie and Me There's a Boy in the Girl's Bathroom A Kid in my Class 	<ul style="list-style-type: none"> Time travelling with a Hamster Into the Sideways World What not to do if you turn Invisible by Ross Welford HG Wells Time Machine 	<ul style="list-style-type: none"> Grimm Tales Mary and Frankenstein: The true story of Mary Shelley The Sister Who Ate Her Brothers: And Other Gruesome Tales 	<ul style="list-style-type: none"> Woman in White Oliver Twist Little People, Big Dreams 	<ul style="list-style-type: none"> Witches The Crucible Inside the Villains Midsummer Night's Dream Romeo and Juliette 	<ul style="list-style-type: none"> The Rabbit Inside out and Back Again The Boy at the Back of the Class Welcome to Nowhere I am Refugee Kensuke's Kingdom
Major writing outcome	Persuasive Letter 3x weeks	Retelling of the story 3x weeks	Narrative – character and setting description 2x weeks Short story with horror theme 2x weeks	Narrative – character descriptions – 3x weeks	Playscripts 3x weeks	Non-chronological report 3x weeks
Minor writing outcome	Diary Entry 2x weeks Narrative - What happens next...2x weeks	Balanced argument 2x weeks Performance Poetry – Christmas Carol Concert 2x weeks	Non-chronological Report on China linked to Geography 2x weeks	Biography – Charles Dickens 2x weeks	Instructions 3x weeks	Narrative – setting description 2 weeks Poetry 2x weeks – linked to Nature/Sustainability
Cross curricular reference	The Water Cycle Anglo Saxons and Scots Animals including humans Materials		China Vikings Light Electricity		Longitude Non-European society- Mayans Evolution and inheritance Habitats and Life Cycles	
NATIONAL CURRICULUM	Year 5			Year 6		
Transcription (Full year coverage-teachers can change order where necessary)	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words 					

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	<ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
Handwriting (Full year coverage- teachers can change order where necessary)	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, Grammar and Punctuation	<p>Pupils should be taught to:</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"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing

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	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 	
<p>Appendix 2</p>	<p>Word Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Text Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Terminology for pupils modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Word The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Sentence Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] English - Appendix 2: Vocabulary, grammar and punctuation 6 Year 6: Detail of content to be introduced (statutory requirement) Text Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Terminology for pupils subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>