



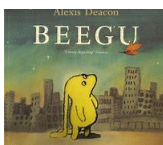








## English Long Term Overview - Year R

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Reading Skills:</b> Inference: characters Respond to stories with relevant comments</p> <p><b>Fluency</b> Call and response choral reading</p>	 <p><b>Reading Skills:</b> Vocabulary: rhyming, grouping and naming Listen and respond to others</p> <p><b>Fluency</b> Rhyme and poetry (Nursery Rhyme Week) Developing fluency through song</p>	 <p><b>Reading Skills:</b> Linking and sequencing events Follow a story without pictures or prompts</p> <p><b>Fluency</b> Storytelling with puppets Patterned picture book reading</p>	 <p><b>Reading Skills:</b> Information from non-fiction texts and computers Making connections to ideas and events</p> <p><b>Fluency</b> Simultaneous choral reading</p>	 <p><b>Reading Skills:</b> Making predictions Ask and answer how and why questions Vocabulary: Using language in play</p> <p><b>Fluency</b> Fast start reading</p>	 <p><b>Reading Skills:</b> Sequencing events Inference: Understanding humour and jokes</p> <p><b>Fluency</b> Storytelling with puppets Jump rope chants</p>
<p><b>Written Outcomes</b> Any written outcome will focus on letter formation, writing from left to right and using the graphemes learnt in phonics sessions. These will take a variety of forms within the provision.</p>					

*The reading and fluency units are in addition to daily phonics following the Little Wandle Letters and Sounds Revised phonics scheme.*

*Skills needed to reach ELGs for Literacy and Communication and Language will be embedded within the continuous provision alongside the teacher-led sessions.*

## English Long Term Overview- Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Reading Skills:</b> Conventions: fiction v non-fiction Clarify and summarise: sequencing</p> <p><b>Writing Outcomes:</b> Labels Poster ( found penguin) Speech bubbles Lists Instructions</p>	 <p><b>Reading Skills:</b> Select and retrieve: information in non-fiction Clarify and summarise: sequencing Monitor and clarify: their own understanding of what has been read.</p> <p><b>Writing Outcomes:</b> Labels Captions Speech bubbles Simple description Narrative sentences</p>	 <p><b>Reading Skills:</b> Inference: characters Respond and explain: ask questions and give opinions Inference: making predictions</p> <p><b>Writing Outcomes:</b> Narrative sentences Instructions Labels/ Captions Character description</p>	 <p><b>Reading Skills:</b> Making links: with own experiences Inference: making predictions</p> <p><b>Writing Outcomes:</b> Instructions Narrative sentences Lists</p>	 <p><b>Reading Skills:</b> Language for effect: layout and form Monitor and clarify: word meanings and sense</p> <p><b>Writing Outcomes:</b> Letter Invitation Narrative- retelling</p>	 <p><b>Reading Skills:</b> Conventions: Traditional/Fairy tales Monitor and summarise: giving opinions</p> <p><b>Writing Outcomes:</b> Non-chronological report Narrative – fairy tale rewrite Character description</p>

*Fluency will be taught through Little Wandle reading sessions.*



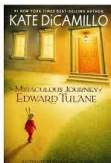
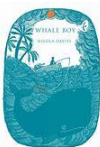
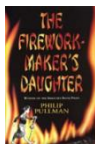
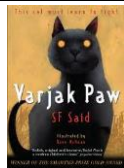
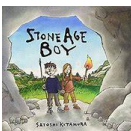
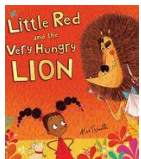

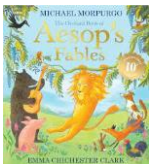

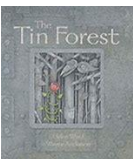

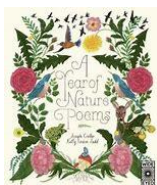
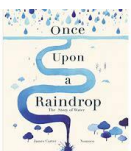

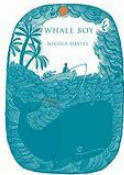
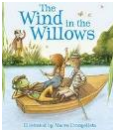
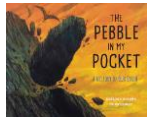
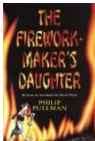
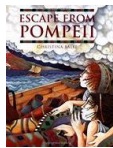
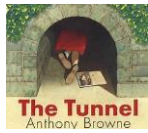
## English Long Term Overview - Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader						
English Curriculum	  <p><b>Reading Skills:</b> Inference: characters Comprehension: understand what has been read</p> <p><b>Fluency</b> Taught through Little Wandle reading sessions</p> <p><b>Writing Outcomes:</b> Character description Weather report Postcard/letter Narrative recount of an event</p>	  <p><b>Reading Skills:</b> Conventions: non-fiction Monitor, clarify and summarise: sequencing and main parts of a story or event</p> <p><b>Fluency</b> Taught through Little Wandle reading sessions</p> <p><b>Writing Outcomes:</b> Narrative Diary entry Eye witness account ( rats perspective)</p>	  <p><b>Reading Skills:</b> Select and retrieve: non-fiction Inference: from what is said and done Making links: between texts and with the real world</p> <p><b>Fluency</b> Total Tonality</p> <p><b>Writing Outcomes:</b> Recount of a real event (Fort Nelson trip) Description Florence walking into the hospital (BBC learning video)</p>	   <p><b>Reading Skills:</b> Inference: from what is said and done Respond and explain: ask questions and give opinions Select and retrieve: fiction Making links: between texts</p> <p><b>Fluency</b> Syllable pyramids</p> <p><b>Writing Outcomes:</b> Letter Recount (real-life event, missing crayons) Postcard</p>	    <p><b>Reading Skills:</b> Monitor and Clarify: ask and answer questions; meanings of words. Summarise and clarify: extract information from text Making links: between texts</p> <p><b>Fluency</b> Connotation in context</p> <p><b>Writing Outcomes:</b> Narrative Character description</p>	  <p><b>Reading Skills:</b> Conventions: Traditional tales Select and retrieve: fiction</p> <p><b>Fluency</b> Phrase lists</p> <p><b>Writing Outcomes:</b> Diary or eye witness account (recount of event in story) Travel brochure/leaflet</p>

*The reading and fluency units are in addition to daily phonics following the Little Wandle phonics and reading scheme. Echo and Choral reading should be included throughout all elements of English to embed fluency in addition to the allocated taught fluency sessions.*

# English Long Term Overview - Year 3/4

## Cycle A

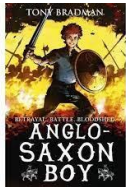
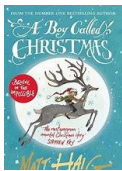



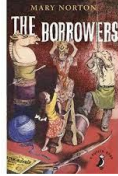
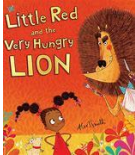

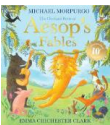




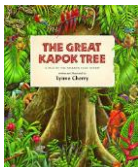
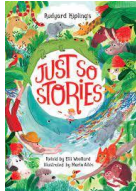

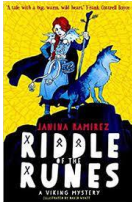
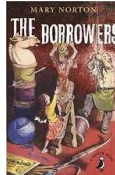

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader						
English Curriculum	     <p><b>Reading Skills:</b> Vocabulary: unknown words Making links: traditional tales</p> <p><b>Fluency</b> Phrase lists/text phrasing</p> <p><b>Writing Outcomes:</b> Non-chronological report Narrative – traditional tale</p>	   <p><b>Reading Skills:</b> Inference: characters Select and retrieve: fact and opinion; retrieve information from non-fiction</p> <p><b>Fluency</b> Match that expression</p> <p><b>Writing Outcomes:</b> Narrative – traditional tale Setting description</p>	  <p><b>Reading Skills:</b> Themes and conventions: traditional tales Authorial intent: language and presentation choices</p> <p><b>Fluency</b> Jump rope chants</p> <p><b>Writing Outcomes:</b> Leaflet/poster Instructions Letter in role</p>	  <p><b>Reading Skills:</b> Authorial intent: specific techniques Clarify: ask questions for understanding</p> <p><b>Fluency</b> Choral reading</p> <p><b>Writing Outcomes:</b> Poem Section of narrative (dialogue) Setting description</p>	  <p><b>Reading Skills:</b> Select and retrieve: skimming and scanning Inference: with evidence</p> <p><b>Fluency</b> Situational expressions</p> <p><b>Writing Outcomes:</b> Narrative recount Letter Travel brochure</p>	  <p><b>Reading Skills:</b> Respond and explain: vocabulary Inference: Making predictions</p> <p><b>Fluency</b> Tongue twisters</p> <p><b>Writing Outcomes:</b> Narrative – portal story Diary (recount) Non-chronological report</p>

The reading and fluency units are in addition to weekly Word Study units which address spelling through etymology and morphology.



# English Long Term Overview - Year 3/4

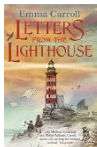
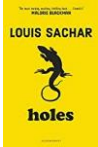

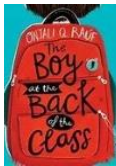






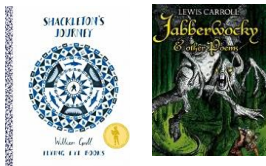

## Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader						
English Curriculum	    <p><b>Reading Skills:</b> Inference: prediction Monitor and summarise Select and retrieve: using features of non-fiction</p> <p><b>Fluency</b> Poems for two voices</p> <p><b>Writing Outcomes:</b> Non-chronological report Narrative – traditional tale</p>	  <p><b>Reading Skills:</b> Inference: characters Authorial intent: vocabulary choices</p> <p><b>Fluency</b> Phrase lists/text phrasing Echo and choral reading</p> <p><b>Writing Outcomes:</b> Character description Narrative – atmospheric writing Poem</p>	  <p><b>Reading Skills:</b> Authorial intent: structure and vocabulary choices Select and retrieve: fact and opinion; retrieve information from non-fiction</p> <p><b>Fluency</b> Syllable pyramids</p> <p><b>Writing Outcomes:</b> Setting description Explanation – 'How to survive in the Rainforest'</p>	  <p><b>Reading Skills:</b> Vocabulary: unknown words Inference: feelings, thoughts and motives of characters Respond and explain: use text to support own views</p> <p><b>Fluency</b> Poetry Jam</p> <p><b>Writing Outcomes:</b> Letter to persuade Narrative – traditional tales</p>	 <p><b>Reading Skills:</b> Select and retrieve: skimming and scanning Inference: feelings, thoughts and motives of characters and justify with evidence.</p> <p><b>Fluency</b> I have...who has...? (onomatopoeia)</p> <p><b>Writing Outcomes:</b> Narrative – adventure story Information/tourist brochure – linked to Winchester trip</p>	  <p><b>Reading Skills:</b> Themes and conventions Authorial intent: specific language and links with wider world</p> <p><b>Fluency</b> Phrasing nonsense</p> <p><b>Writing Outcomes:</b> Report on fieldwork findings Narrative – alternative fairy tales Diary entry (in role from Borrowers)</p>

The reading and fluency units are in addition to weekly Word Study units which address spelling through etymology and morphology.

# English Long Term Overview - Year 5/6

## Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader						
English Curriculum	 <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit.</p> <p>Vocabulary: unknown words Inference: characters</p> <p><b>Fluency</b> Connotation in context</p> <p><b>Writing Outcomes:</b> Discussion - legacy of women from WW2 Letter in role Narrative: retelling of part of story.</p>	 <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit.</p> <p>Language for effect Monitor and summarise: Getting the gist Select and retrieve: skimming and scanning</p> <p><b>Fluency</b> Letter writing with voice</p> <p><b>Writing Outcomes:</b> Setting description – Camp Green Lake Non-chronological report</p>	 <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit.</p> <p>Clarify: asking questions Authorial intent: shades of meaning Authorial Intent: character viewpoints</p> <p><b>Fluency</b> Emphasizing words</p> <p><b>Writing Outcomes:</b> Character description Explanation/instructions Alternatives to traditional tales</p>	 <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit.</p> <p>Respond and explain: justifying answers with evidence Themes and conventions Inference: making predictions</p> <p><b>Fluency</b> Who said it?</p> <p><b>Writing Outcomes:</b> Letter Poem analysis Narrative recount</p>	 <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit.</p> <p>Use of above texts to revisit and enrich all previous skills.</p> <p><b>Fluency</b> Interviews/dialogues</p> <p><b>Writing Outcomes:</b> Diary Biography Narrative: Shackleton hitting ice</p>	 <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit.</p> <p>Respond and Explain: evaluation and recommendation.</p> <p><b>Fluency</b> Kid jokes</p> <p><b>Writing Outcomes:</b> Setting description – atmosphere Narrative – traditional tales Newspaper article</p>

The reading and fluency units are in addition to weekly Word Study units which address spelling through etymology and morphology.

# English Long Term Overview - Year 5/6

## Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader						
English Curriculum	  <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit. Authorial Intent: Figurative Language Visualisation Character Viewpoints</p> <p><b>Fluency</b> Marking up expression Historical fluency, famous speeches</p> <p><b>Writing Outcomes:</b> Setting description Persuasive speech</p>	  <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit. Monitor and Summarise: Fact and Opinion from non-fiction. Vocabulary: Unknown words. Vocabulary: Shades of meaning</p> <p><b>Fluency</b> Total tonality</p> <p><b>Writing Outcomes:</b> Narrative – story around a theme Non-chronological report</p>	  <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit. Respond and Explain: Justifying with evidence Themes and Conventions. Monitor and Summarise: getting the gist/Clarifying.</p> <p><b>Fluency</b> Silly songs to familiar tunes</p> <p><b>Writing Outcomes:</b> Narrative – adapt and innovate Poem analysis</p>	  <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit. Use of above texts to revisit and enrich all previous skills.</p> <p><b>Fluency</b> Shakespeare's best Paired and group choral reading</p> <p><b>Writing Outcomes:</b> Narrative – Description of protest Newspaper report</p>	  <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit. Use of above texts to revisit and enrich all previous skills.</p> <p><b>Fluency</b> Paired refrain choral reading Cumulative choral reading</p> <p><b>Writing Outcomes:</b> Narrative commentary Non-chronological report</p>	   <p><b>Reading Skills:</b> Retrieval, inference and making links to follow through each reading unit. Respond and Explain: evaluation and recommendation.</p> <p><b>Fluency</b> Short readers' theatre</p> <p><b>Writing Outcomes:</b> Letter – formal writing Speech in role Discussion text – role of wolves in stories</p>

The reading and fluency units are in addition to weekly Word Study units which address spelling through etymology and morphology.