

**St Peter's Long-Term Overview**

**Subject: English**

<b>Year 5</b>	<p><b>Topic: To the Stars</b></p> <p>The Moon Landing Clip</p> <p>Pandora Media Text</p>	<p><b>Topic: Ancient Greeks</b></p> <p>Greek Myths</p> <p>A Midsummer Night's Dream</p>	<p><b>Topic: Folklore</b></p> <p>The Highwayman by Alfred Noyes</p> <p>Outlaw by Michael Morpurgo</p>	<p><b>Topic: The Environment</b></p> <p>The Majestic Plastic Bag Media Text</p> <p>Greta Thunberg Speech</p>	<p><b>Topic: Journeys</b></p> <p>Skysteppers by Katherine Rundell</p>	<p><b>Topic: Connections</b></p> <p>Holes by Louis Sachar</p>
	<p><b>Knowledge/ Concept:</b></p> <p><u>Newspaper Report</u> Purpose: To inform Audience: The general public Form: Reporting Tone: Formal</p> <p><u>Film Narration</u> Purpose: To inform Audience: Scientists Form: Narration Tone: Formal/Scientific/Expert</p>	<p><b>Knowledge/Concept:</b></p> <p><u>Speech</u> Purpose: To persuade Audience: The people of Crete Form: A speech Tone: Formal/Galvanising</p> <p><u>Greek Myth Viewpoint</u> Purpose: To entertain Audience: A child Form: A story extract in first person Tone: Informal/exciting</p> <p><u>Greek Myth Battle Scene</u> Purpose: To entertain Audience: A child Form: A story extract Tone: Formal</p> <p><u>Play Script</u> Purpose: To entertain Audience: A theatre Audience Form: A script Tone: Informal/Humorous</p>	<p><b>Knowledge/Concept:</b></p> <p><u>Chapter Story</u> Purpose: To entertain Audience: Fans of adventure stories Form: Narrative Tone: Formal with informal dialogue</p> <p><u>Newspaper Report</u> Purpose: To inform Audience: The people of Nottingham Form: Reporting Tone: Formal</p>	<p><b>Knowledge/Concept:</b></p> <p><u>First Person Narrative</u> Purpose: To entertain Audience: TV viewers Form: A commentary in first person Tone: Informal</p> <p><u>A Persuasive Speech</u> Purpose: To persuade Audience: Delegates at a conference Form: A speech Tone: Formal but impassioned</p>	<p><b>Knowledge/Concept:</b></p> <p><u>Balanced argument</u> P: To inform and give opinion A: Court of jurors F: A written argument T: Formal and impersonal</p> <p><u>Quest narrative</u> P: To entertain A: Fans of quest stories F: Narrative T: Formal with informal dialogue.</p>	<p><b>Knowledge/Concept:</b></p> <p><u>Letter to Stanley's Mom</u> P: To inform but comfort A: Stanley's mother F: Letter T: Informal and personal</p> <p><u>Diary entry</u> P: To reflect and record A: X-Ray and possible future readers F: Diary entry T: Informal</p> <p><u>Witness statement</u> P: To provide evidence A: Judge and jury F: Written statements T: Formal and technical</p> <p><u>Product advertisement</u> P: To sell and persuade A: Consumers F: TV script T: Informal</p>
	<p><b>Writing skills</b></p> <p><b>Review:</b> Inverted commas Word class revision Bullet points Expanded noun phrases</p> <p><b>Teach:</b></p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Simple past and simple present Perfect form verbs to mark relationships of time and cause</p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Sentence Structure Apostrophes for omission and possession Commas to link clauses within sentences</p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Subject verb agreement Choice of tenses – present or past Paragraphing Cohesion using adverbs and adverbials</p>	<p><b>Writing skills</b></p> <p><b>Review:</b> Metaphors and personification Relative pronouns Prepositional starters Relative Clauses to add detail</p>	<p><b>Writing skills</b></p> <p><b>Revisit:</b> Relative pronouns Relative Clauses to add detail Fronted adverbials Direct speech</p>

	<p>Simple past and simple present Perfect form verbs to mark relationships of time and cause Embedded clause with an –ing verb Extending sentences- compound and complex sentences Conjunctions to build cohesion Fronted prepositional phrases Relative pronouns and clauses Commas to clarify meaning Technical vocabulary</p> <p><b>Reading Skills:</b> - Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</p> <p>- Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p> <p>- Retrieve, record and present information from non-fiction</p> <p>- Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</p>	<p>Figurative Language (similes, alliteration, metaphors and personification) <b>Teach:</b> Modal verbs or adverbs to indicate degrees of possibility Paragraphs – links and cohesion Grammatical connections between paragraphs (tense choice/adverbials) Use of a colon for introducing lists and within a play script <b>Reading Skills:</b> Identify and discuss themes and conventions in a wide range of writing <u>e.g. ‘heroism’ or ‘loss’</u></p> <p>- Predict what might happen from details stated and implied</p> <p>- Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>- Identify how language, structure and presentation contribute to meaning</p> <p><b>Speaking:</b> Reading aloud - Show understanding through intonation, tone and volume so that meaning is clear to an audience</p>	<p>Direct speech Brackets and dashes for parenthesis Relative clauses to add extra information Prepositional phrases used as adverbials <b>Teach:</b> Using poetic devices in prose Commas for parenthesis Commas to clarify meaning or to avoid ambiguity Reported speech Use of colons to start lists Creating imagery and atmosphere <b>Reading Skills:</b> Identifying themes that run through a text Make connections with other texts and life experiences Identifying poetic devices Identifying viewpoint Understanding folklore and the implications of oral retelling Compare versions of the same story Identify language used to create imagery and atmosphere Understanding author’s choice of language Begin to identify archaic language Investigate common themes in English literature <b>Speaking:</b> Reading poetry aloud Discussion and debate around themes</p>	<p>second person impersonal pronoun – it indefinite pronouns – something, someone etc. <b>Teach:</b> Commas to mark clauses Using semi colons to join two main clauses Use of commas to clarify meaning or avoid ambiguity Adverbs to create contrast, to add information and manner Colons to start a list Indirect speech Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear <b>Reading Skills:</b> City Jungle by Pie Corbett Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify the author’s choice of language Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing. Second hand Planet Haikus Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and</p>	<p>Fronted adverbials Direct speech Maintaining consistency of tense use and writing in the same person throughout. <b>Teach:</b> Commas, dashes and revisit brackets for parenthesis Editing – especially to precis longer passages Causal adverbials and conjunctions Imperative verbs <b>Reading skills:</b> Predict what might happen from pictures and details stated and implied. Make connections with other texts and the world around us, both globally and in the locality. Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context. Identifying viewpoint and bias. Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Skimming and scanning to identify unknown</p>	<p>Commas, dashes and revisit brackets for parenthesis Editing – especially to precis longer passages Grammatical connections between paragraphs (use of adverbials of time to write chronologically) <b>Teach:</b> Comma use to avoid ambiguity. Writing informally in the voice of a character, using language specific to them. Technical vocabulary specific to purpose. <b>Reading skills:</b> Predict what might happen from pictures and details stated and implied. Making connections between text and film and identifying differences and similarities. Using text evidence to make inferences. Summarise chapters and give them titles based on their contents. Understanding plot and subplot. Investigate how author’s use subplots to enhance main plot. Make connections between characters and events across different subplots. <b>Speaking:</b> Verbal advertisement for a product – using language applicable to purpose, audience and tone.</p>
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	<p><b>Outcome:</b> To write a newspaper report about the moon landing</p> <p>To write a non-chronological report about an imaginary world</p>	<p><b>Outcome:</b> To write a speech in role To write a section of a myth from a different viewpoint To write a battle scene, using original ideas for a myth To write a playscript for a new scene in A Midsummer Night's Dream</p>	<p><b>Outcome:</b> To write a chapter story based on the Highwayman</p> <p>To write a newspaper report based on one of the stories in Outlaw</p>	<p><b>Outcome:</b> To write a first-person narrative based on a media text</p> <p>To write and perform a persuasive speech on the environment.</p>	<p><b>Outcome:</b> To write a balanced argument on whether Danglars or the evictees deserve the Monte Cristo treasure</p> <p>To write a quest in the style of Skysteppers involving a quest through Windsor and the local area.</p>	<p><b>Outcome:</b> To write a letter home to Stanley's mother in role detailing his first few experiences at camp.</p> <p>To write a diary entry in role about the day the metal tube was found.</p> <p>To write a witness statement of Stanley's escape.</p> <p>To write a script for a TV advertisement for their own product like 'Sploosh'.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	<p><b>Topic/text/theme:</b></p> <p>Le Chaperone Rouge – (writing focus)</p> <p>Hansel and Gretel by Neil Gaiman – (reading focus) <b>Alternative/fairy tales</b></p> <p>Poetry – volcanoes (link to geography) (reading and writing)</p> <p><b>Science write-ups, including explanations</b></p> <p><b>Spoken Language</b></p> <p>To prepare a presentation on something that is important to them.</p>	<p><b>Topic:</b></p> <p>Biography – Sky High film (extract/ assorted film clips) Superhero (writing focus)</p> <p><b>Autobiographies/diaries/memoires – writing/writing</b></p> <p>Non-chronological rpt – volcanoes (x-curric with geography) – reading and writing</p> <p><b>Persuasive letter – audience of pupil’s choice (writing)</b></p> <p><b>Reading</b> – focus on answering the 7 NC reading domains</p>	<p><b>Topic:</b></p> <p>Explanation text – Egyptian mummification (x-curric - history) (writing focus)</p> <p><b>(History</b> – instructions on how to mummify a body, a holiday brochure)</p> <p>Poetry using 10 things found in a Wizards Pocket (writing focus)</p> <p>Focus on practising skills for SATs questions (reading focus)</p>	<p><b>Topic:</b></p> <p><b>WW2 narrative (historical setting – linked to history) (writing focus)</b></p> <p><b>Reading</b> WW2 text When Hitler stole Pink Rabbit</p> <p><b>Use of extract from ‘The Woman in White’ – reading and writing focus</b></p>	<p><b>Topic:</b></p> <p><b>Instructions on... (Gruesome Recipes)</b> Write instructions for recipes</p> <p><b>Lighthouse narrative</b> (measure of progress from le Chaperone Rouge and measure of progress of explanation by writing a piece on how a lighthouse works)</p> <p><b>SATS</b></p>	<p><b>Topic:</b></p> <p><b>Complete narrative</b></p> <p><b>Discussion texts</b> Writing a balanced argument with points for and against with a view to having debates in class.</p> <p><b>Transition</b></p>
	<p><b>Knowledge/Concept:</b></p> <p><b>Narrative</b> writing to create tension.</p> <p>Different versions of familiar stories – focus on discussion of texts.</p> <p><b>Poetry</b> – comparing texts and asking questions to ensure understanding</p>	<p><b>Knowledge/Concept:</b></p> <p>Reading range of <b>biographies</b> to identify features of effective ones before looking at similarities between existing superhero backstories to create own superhero back story.</p> <p>Looking at <b>persuasive</b> devices – how/why they work and how to include in own writing</p> <p>Using retrieval skills to make notes to research facts/detail</p> <p>Organise notes using paragraphs</p>	<p><b>Concept:</b></p> <p>Look at range of <b>explanation</b> texts –to identify features, research, note taking (history) to cement knowledge prior to writing.</p> <p>Use of figurative language to create images and show ideas</p>	<p><b>Concept:</b></p> <p><b>WW2 narrative</b> (historical setting – linked to history) (writing focus – writing for purpose/audience/effectively – to draw reader into exciting plot and use historical facts for setting-s/characters and action</p> <p><b>Reading</b> WW2 text When Hitler stole Pink Rabbit</p> <p><b>Reading and writing - The Woman in White (extract)</b> Using given text to explore and then use to scaffold own writing (focus was on descriptions of setting and character and dialogue to develop characters and move plot on).</p>	<p><b>Concept:</b></p> <p><b>Instructions</b> Focus on use of imperatives. Techniques to engage the reader, using questions and humour. Use of colons and semi-colons for complex lists.</p> <p>Reading SATS preparation, inference and 3-mark questions.</p> <p><b>Narrative</b> The most effective ways to build suspense. Investigate techniques for building suspense, “Show, don’t tell” Explore vocabulary: nouns, verbs, adjective and adverbs and the best combinations to help with building suspense. How to add a backstory to heighten tension.</p>	<p><b>Concept:</b></p> <p><b>Complete narrative</b></p> <p><b>Discussion texts</b> with the purpose of researching topics familiar and unfamiliar in order to be able to see issues from multiple points of view.</p>

<p><b>Skills:</b></p> <p><b>Writing</b>  <b>Revision of:</b>  1<sup>st</sup> and 3<sup>rd</sup> person  Personification, simile  Repetition,  Onomatopoeia  Alliteration, complex,  compound and simple  sentences, conjunctions,  past tense, relative  clauses, planning/ drafting  and editing</p> <p><b>Teaching of:</b>  Cohesion, perfect tenses  (past), colons and semi-  colons for joining clauses</p> <p><b>Reading:</b></p> <p>Through discussion: share  opinions on a text  justify responses  discuss characters'  relationships/motivation  discuss author choices  make predictions</p> <p><b>Speaking:</b> Presenting to  class, with confidence and  appropriate tone of voice.</p>	<p><b>Skills:</b></p> <p><b>Writing</b>  <b>Revision of:</b>  3<sup>rd</sup> person, complex,  compound and simple  sentences, past tense  conjunctions, relative  clauses, cohesion, time  prepositions, paragraphs,  colons/ semi-colons,  heads/sub-headings,  modal verbs author choices  of layout, planning/  drafting and editing</p> <p><b>Teaching of:</b>  Active/passive verbs  Subjunctive form  Formal/informal writing</p> <p><b>Reading</b></p> <p>Explicit teaching of  comprehension skills for  each reading domain. Also,  a focus on reading fluency  and stamina.</p>	<p><b>Skills:</b></p> <p><b>Writing:</b>  Revision of:  Skills taught previously  with focus on:</p> <p>Present tense,  prepositions/conjuncti  ons (time and causal),  precise vocabulary  choices, logical order,  headings, use of modal  verbs, passive/active  voice, figurative  language</p> <p><b>Reading:</b></p> <p>Building stamina and  fluency</p>	<p><b>Skills:</b></p> <p><b>Writing:</b>  Revision of:  Skills taught previously  with focus on:</p> <p>Past tense,  prepositions/conjunctions  (time and causal), precise  vocabulary choices,  complex sentences,  noun/adjective use  Commas for lists  Colons and semi colons  for clauses  Progressive verbs  Dialogue to</p> <p><b>Reading:</b></p> <p>Building stamina and  fluency</p> <p><b>Reading</b> – focus on  answering the 7 NC  reading domains using  real text (When Hitler  Stole Pink rabbit)</p> <p><b>Reading and writing</b> –  Studying then using  complex sentences/  varying sentence  structures to create  mystery and to improve  descriptions  Careful vocabulary choice  to portray characters'  personality  Use of dialogue (verbs for  said and what characters  say) to develop characters  Use of dialogue to  develop plot</p>	<p><b>Skills:</b></p> <p><b>Writing:</b></p> <p>Expanded noun phrases,  complex lists using colons  and semi colons, effective  vocabulary choices,  dialogue, imperative  verbs, complex  sentences, contractions,  commas for clarity.  Drafting and editing.</p> <p><b>Reading:</b></p> <p>Practise skills, skim and  scan, find evidence in  text, clarify question.  Point, evidence, explain.  Accumulate new  vocabulary and use  dictionary and thesaurus.</p> <p>Continue to build  stamina, fluency and be  able to retell succinctly to  demonstrate  understanding</p>	<p><b>Skills:</b></p> <p><b>Writing:</b></p> <p>Causal conjunctions  (adverbials, subordinating  and coordinating  conjunctions) used  effectively to link and  switch ideas. Full range of  punctuation and writing  features. Drafting and  editing.</p> <p><b>Reading:</b></p> <p>Reading for pleasure and  research, making  effective notes.</p> <p>Transition, enhanced  reading skills.</p>
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<p><b>Outcome:</b></p> <p>To write a narrative that creates tension.</p> <p>To write a poem that uses figurative language to give a personality to a volcano.</p> <p>To confidently discuss and share opinions on a variety of texts and to be able to justify their opinions.</p> <p>To confidently present to the class.</p>	<p><b>Outcome:</b></p> <p>To write a biography for pupil's imaginary superhero.</p> <p>To write non-fiction text comparing volcanoes.</p> <p>To write a letter to persuade their audience to see their point of view.</p> <p>To be able to identify and answer questions from the 7 NC reading domains.</p>	<p><b>Outcome:</b></p> <p>To write an explanation of mummification (Egyptians)</p> <p>To write a poem entitled '10 Things Found in an Egyptian's Tomb'</p> <p>To be confident going into SATs that students can read, understand and answer questions of all types.</p>	<p><b>Outcome:</b></p> <p>To write an historical narrative using facts effectively to create excitement and action.</p> <p>To be confident going into SATs that students can read, understand and answer questions of all types using real texts.</p> <p>To write two short pieces of narrative using Collins structures as scaffold – 1<sup>st</sup> to introduce a character unexpectedly. 2<sup>nd</sup> to use dialogue to develop the characters and the narrative.</p>	<p><b>Outcome:</b></p> <p>To write a recipe on how to trap a creature that engages the reader.</p> <p>To build skills and confidence for SATS</p> <p>To write the narrative for a section of the short Film "The Lighthouse" with backstory and suspense.</p> <p>Final preparations for SATS</p>	<p><b>Outcome:</b></p> <p>To complete the Lighthouse narrative.</p> <p>To research an issue and accumulate points for and against.</p> <p>To write a discussion text that is appropriately structured with opening, for and against and a reasoned conclusion.</p> <p>To have a debate based on the written argument.</p>
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