

St Peter's Long-Term Overview

Subject: English

Year 5	<p>Term 1</p> <p>Topic: To the Stars</p> <p>The Moon Landing Clip</p> <p>Pandora Media Text</p>	<p>Term 2</p> <p>Topic: Ancient Greeks</p> <p>Greek Myths</p> <p>A Midsummer Night's Dream</p>	<p>Term 3</p> <p>Topic: Folklore</p> <p>The Highwayman by Alfred Noyes</p>	<p>Term 4</p> <p>Topic: Folklore</p> <p>Outlaw by Michael Morpurgo</p>	<p>Term 5</p> <p>Topic: Journeys</p> <p>Skysteppers by Katherine Rundell</p>	<p>Term 6</p> <p>Topic: Journeys</p> <p>Skysteppers by Katherine Rundell Continued</p> <p>The Majestic Plastic Bag Media Text</p>
	<p>Knowledge/ Concept: <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>Knowledge/Concept: <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>Knowledge/Concept: <u>Chapter Story</u> Purpose: To entertain Audience: Fans of adventure stories Form: Narrative Tone: Formal with informal dialogue</p>	<p>Knowledge/Concept: <u>TV News Report</u> Purpose: To inform Audience: The people of Nottingham Form: Reporting Tone: Formal</p>	<p>Knowledge/Concept: <u>Balanced argument</u> P: To inform and give opinion A: Court of jurors F: A written argument T: Formal and impersonal</p>	<p>Knowledge/Concept: <u>Quest narrative</u> P: To entertain A: Fans of quest stories F: Narrative T: Formal with informal dialogue.</p> <p><u>First Person Narrative</u> P: To entertain A: TV viewers F: A commentary in first person T: Informal</p>
	<p>Writing skills</p> <p>Review: Inverted commas Word class revision Bullet points Expanded noun phrases</p>	<p>Writing skills</p> <p>Review: Simple past and simple present</p>	<p>Writing skills</p> <p>Review: Sentence Structure Apostrophes for omission and possession</p>	<p>Writing skills</p> <p>Review: Sentence Structure Apostrophes for omission and possession</p>	<p>Writing skills</p> <p>Review: Metaphors and personification Relative pronouns Prepositional starters</p>	<p>Writing skills</p> <p>Review: Subject verb agreement Choice of tenses – present or past Paragraphing</p>

	<p>Teach: 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>Reading Skills: - 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>Perfect form verbs to mark relationships of time and cause Figurative Language (similes, alliteration, metaphors and personification)</p> <p>Teach: 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</p> <p>Reading Skills: Identify and discuss themes and conventions in a wide range of writing e.g. ‘heroism’ or ‘loss’</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>Speaking: Reading aloud - Show understanding through intonation, tone and volume so that meaning is clear to an audience</p>	<p>Commas to link clauses within sentences Direct speech Brackets and dashes for parenthesis Relative clauses to add extra information Prepositional phrases used as adverbials</p> <p>Teach: 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</p> <p>Reading Skills: 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</p> <p>Speaking: Reading poetry aloud</p>	<p>Commas to link clauses within sentences Direct speech Brackets and dashes for parenthesis Relative clauses to add extra information Prepositional phrases used as adverbials</p> <p>Teach: 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</p> <p>Reading Skills: 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</p> <p>Speaking: Reading poetry aloud</p>	<p>Relative Clauses to add detail Fronted adverbials Direct speech Maintaining consistency of tense use and writing in the same person throughout.</p> <p>Teach: Commas, dashes and revisit brackets for parenthesis Editing – especially to precis longer passages Causal adverbials and conjunctions Imperative verbs</p> <p>Reading skills: 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>Cohesion using adverbs and adverbials second person impersonal pronoun – it indefinite pronouns – something, someone etc.</p> <p>Teach: 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</p> <p>Reading Skills: 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</p>
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	<p>Outcome: To write a newspaper report about the moon landing</p> <p>To write a non-chronological report about an imaginary world</p>	<p>Outcome: 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>Outcome: To write a chapter story based on the Highwayman</p>	<p>Outcome: To write a TV news report based on one of the stories in Outlaw</p>	<p>Outcome: 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>Outcome: To write a quest in the style of Skysteppers involving a quest through Windsor and the local area.</p> <p>To write a first-person narrative based on a media text</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	<p>Topic/text/theme:</p> <p>Le Chaperone Rouge – (writing focus)</p> <p>Hansel and Gretel by Neil Gamain – (reading focus) Alternative/fairy tales</p> <p>Poetry – volcanoes (link to geography) (reading and writing)</p> <p>Science write-ups, including explanations</p> <p>Spoken Language</p> <p>To prepare a presentation on something that is important to them.</p>	<p>Topic:</p> <p>Biography – Sky High film (extract/ assorted film clips) Superhero (writing focus)</p> <p>Autobiographies/diaries/memoires – writing/writing</p> <p>Non-chronological rpt – volcanoes (x-curric with geography) – reading and writing</p> <p>Persuasive letter – audience of pupil’s choice (writing)</p> <p>Reading – focus on answering the 7 NC reading domains</p>	<p>Topic:</p> <p>Explanation text – Egyptian mummification (x-curric - history) (writing focus)</p> <p>(History – 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>Topic:</p> <p>WW2 narrative (historical setting – linked to history) (writing focus)</p> <p>Reading WW2 text When Hitler stole Pink Rabbit</p> <p>Use of extract from ‘The Woman in White’ – reading and writing focus</p>	<p>Topic:</p> <p>Instructions on... (Gruesome Recipes) Write instructions for recipes</p> <p>Lighthouse narrative (measure of progress from le Chaperone Rouge and measure of progress of explanation by writing a piece on how a lighthouse works)</p> <p>SATS</p>	<p>Topic:</p> <p>Complete narrative</p> <p>Discussion texts Writing a balanced argument with points for and against with a view to having debates in class.</p> <p>Transition</p>
	<p>Knowledge/Concept:</p> <p>Narrative writing to create tension.</p> <p>Different versions of familiar stories – focus on discussion of texts.</p> <p>Poetry – comparing texts and asking questions to ensure understanding</p>	<p>Knowledge/Concept:</p> <p>Reading range of biographies to identify features of effective ones before looking at similarities between existing superhero backstories to create own superhero back story.</p> <p>Looking at persuasive 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>Concept:</p> <p>Look at range of explanation 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>Concept:</p> <p>WW2 narrative (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>Reading WW2 text When Hitler stole Pink Rabbit</p> <p>Reading and writing - The Woman in White (extract) 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>Concept:</p> <p>Instructions 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>Narrative 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>Concept:</p> <p>Complete narrative</p> <p>Discussion texts with the purpose of researching topics familiar and unfamiliar in order to be able to see issues from multiple points of view.</p>

<p>Skills:</p> <p>Writing Revision of: 1st and 3rd person Personification, simile Repetition, Onomatopoeia Alliteration, complex, compound and simple sentences, conjunctions, past tense, relative clauses, planning/ drafting and editing</p> <p>Teaching of: Cohesion, perfect tenses (past), colons and semi- colons for joining clauses</p> <p>Reading:</p> <p>Through discussion: share opinions on a text justify responses discuss characters' relationships/motivation discuss author choices make predictions</p> <p>Speaking: Presenting to class, with confidence and appropriate tone of voice.</p>	<p>Skills:</p> <p>Writing Revision of: 3rd 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>Teaching of: Active/passive verbs Subjunctive form Formal/informal writing</p> <p>Reading</p> <p>Explicit teaching of comprehension skills for each reading domain. Also, a focus on reading fluency and stamina.</p>	<p>Skills:</p> <p>Writing: 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>Reading:</p> <p>Building stamina and fluency</p>	<p>Skills:</p> <p>Writing: 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>Reading:</p> <p>Building stamina and fluency</p> <p>Reading – focus on answering the 7 NC reading domains using real text (When Hitler Stole Pink rabbit)</p> <p>Reading and writing – 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>Skills:</p> <p>Writing:</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>Reading:</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>Skills:</p> <p>Writing:</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>Reading:</p> <p>Reading for pleasure and research, making effective notes.</p> <p>Transition, enhanced reading skills.</p>
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<p>Outcome:</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>Outcome:</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>Outcome:</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>Outcome:</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 – 1st to introduce a character unexpectedly. 2nd to use dialogue to develop the characters and the narrative.</p>	<p>Outcome:</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>Outcome:</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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