

## Key Stage 2 English Long Term Overview

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic / text type	Myths and Legends	Playscripts	Information texts	Poetic form	Stories about imaginary worlds	Recounts, reports, newspaper reports
Suggested texts (Main text)	The Lambton Worm The Tiger Child Just So stories The Stone Trolls (talk for writing)	School nativity play Bubble and Squeak	Variety from class library Find out! Ancient Rome	Variety of poems - Local examples - Chevy Chase Books- Robert Louis Stephenson poems, Treasury of Milligan, Barefoot Classic Poems, Puffin Utterly Brilliant Poetry The Lost Spells (Robert Macfarlane and Jackie Morris) Children's Poetry (selected by Michael Rosen)	The Lion, The Witch and The Wardrobe, The Borrowers. Where the Wild Things Are.	The Week Northumberland Gazette Magazines
Sentence	What is a sentence? - identify nouns, verbs and subjects. Expanding sentences using adjectives, adverbs, prepositions and prepositional phrases and	Adjectives, adverbials, powerful verbs, length of sentence, style of language to describe characters.	Adjectives for interest and information. Use of 'generalisers' when giving information. Use of technical/expert language. Definitions.	Simile, metaphor, personification, onomatopoeia, alliteration, power of three rhyme, comparative, superlative. Adjectives, adverbs, prepositions,	Use adjectives and adverbs to describe. Fronted adverbials, prepositions and prepositional phrases, conjunctions. Long and short sentences for	How verb, adverb, adverbial, fronted adverbial choice impact the reader. Imperative verbs, onomatopoeia, alliteration, rhyme, pattern of three for persuasion. Technical language

	adverbials. Use of long and short sentences for effect.		Use of adverbs/adverbials to engage the reader and capture interest. Conjunctions to link related info. and give more information. Power of three and alliteration.	prepositional phrases and fronted adverbials. Use of long and short sentences for effect.	effect. Sentences of three for action / description.	and definitions.
Text	<p>Story structure. 'Story mapping' Create settings, characters and plot.</p> <p>Past and present tense.</p> <p>Use paragraphs to group related material and organise ideas.</p> <p>Appropriate choice of noun/pronoun in writing.</p>	<p>Layout of playscripts - parts, lines, stage directions, scenes, etc</p> <p>Strategies used to develop character. Past and present tense - in speech and stage directions in a play, and in written direct speech ('I am hungry,' she said.) Use of present perfect form instead of past in speech ('He has gone with the herd')</p>	<p>Features of information texts. Structure of information texts.</p> <p>Paragraphs Headings Sub-headings Ordering information Present and past forms of verbs in information texts.</p>	Poem structures - rhyming, rhythm, stanzas, verses	<p>Story mapping. Developing settings. Developing characters and plot.</p> <p>Using paragraphs to organise ideas and information.</p> <p>Use of present perfect form instead of past in speech ('He has gone with the herd').</p> <p>Appropriate choice of noun/pronoun in writing.</p>	<p>Structure of newspaper/magazine reports.</p> <p>Use of paragraphs to order information.</p>
Punctuation	<p>Inverted commas (or speech marks) to punctuate direct speech. Commas in speech. Commas after</p>	<p>Inverted commas/speech marks. Commas and full stops, after prepositional</p>	<p>Capital letters for headings. Commas after adverbs, adverbials and conjunctions</p>	<p>Use of capital letters and commas in poems. Commas after prepositions and adverbs.</p>	<p>Commas. Inverted commas/speech marks. Commas in speech. Commas after</p>	<p>Use of punctuation and capital letters to capture interest.</p> <p>Inverted commas/speech</p>

	prepositional phrases and fronted adverbials.	phrases, adverbs and adverbials, as an aid to the reader. Colons in playscripts.		Commas in lists.	prepositional phrases and fronted adverbials.	marks in quotes. Possessive apostrophe.
New terminology for pupils	Y3 - Preposition conjunction direct speech inverted commas/speech marks Clause Subordinate clause Y4 - Adverbial determiner	Y4 - Pronoun Possessive pronoun				
Handwriting	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 Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
Comprehension	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>					

	<p><b>Understand what they read, in books they can read independently, by:</b>  checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising these  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic / text type	Fables/stories from other cultures	Comics and cartoons	Instructions/explanations	Image poems. Creating an image through poetry.	Adventure stories	Persuasive writing
Suggested texts	Aesops Fables Fables from around the world. The Tiger Child Journey to Jo Burg	Selection of cartoons and comics	Variety of instructional texts from the school library. Recipe books. Instruction manuals.	The Blaydon Races, Lampton Worm, Northumberland (Wilfred Wilson Gibson), Waters of Tyne, Robert Louis Stephenson poems etc Refer to poems used in KS1 - e.g. Michael Rosen poems	<b>Mission Impossible</b> Refer to texts known by the children, for example, from KS1, Power of reading books, etc.	Adverts, newspaper reports/articles, leaflets, reviews, debates, The Week.
Sentence	What is a sentence? - identify nouns, verbs and	Adjectives, adverbials, powerful verbs,	Adjectives for interest and information.	Simile, metaphor, personification, onomatopoeia,	Use adjectives and adverbs to describe.	How verb, adverb, adverbial, fronted adverbial choice

	<p>subjects. Expanding sentences using adjectives, adverbs, prepositions and prepositional phrases and adverbials. Use of long and short sentences for effect.</p>	<p>length of sentence, style of language to describe characters.</p>	<p>Use of 'generalisers' when giving information. Use of technical/expert language. Definitions. Use of adverbs/adverbials to engage the reader and capture interest. Conjunctions to link related info. and give more information. Power of three and alliteration.</p>	<p>alliteration, power of three rhyme, comparative, superlative. Adjectives, adverbs, prepositions, prepositional phrases and fronted adverbials. Use of long and short sentences for effect.</p>	<p>Fronted adverbials, prepositions and prepositional phrases, conjunctions. Long and short sentences for effect. Sentences of three for action / description.</p>	<p>impact the reader. Imperative verbs, onomatopoeia, alliteration, rhyme, pattern of three for persuasion. Technical language and definitions.</p>
Text	<p>Story structure. 'Story mapping' Create settings, characters and plot.</p> <p>Past and present tense.</p> <p>Use paragraphs to group related material and organise ideas. Appropriate choice of noun/pronoun in writing.</p>	<p>Layout of comics and cartoons Strategies used to develop character. Past and present tense - in speech and narration, and in written direct speech (I am hungry,' she said.) Use of present perfect form instead of past in speech ('He has gone with the herd')</p>	<p>Features of instructional/explanation texts. Structure of instructional/explanation texts.</p> <p>Paragraphs Headings Sub-headings Ordering information Present and past forms of verbs instructional/explanation texts.</p>	<p>Poem structures - rhyming, rhythm, stanzas, verses</p>	<p>Story mapping. Developing settings. Developing characters and plot.</p> <p>Using paragraphs to organise ideas and information.</p> <p>Use of present perfect form instead of past in speech ('He has gone with the herd').</p> <p>Appropriate choice of noun/pronoun in writing.</p>	<p>Structure of newspaper reports/articles and adverts.</p> <p>Use of paragraphs to order information.</p>

Punctuation	Inverted commas (or speech marks) to punctuate direct speech. Commas in speech. Commas after prepositional phrases and fronted adverbials.	Inverted commas/speech marks. Commas and full stops, after prepositional phrases, adverbs and adverbials, as an aid to the reader.	Capital letters for headings. Commas after adverbs, adverbials and conjunctions	Use of capital letters and commas in poems. Commas after prepositions and adverbs. Commas in lists.	Commas. Inverted commas/speech marks.	Use of punctuation and capital letters to capture interest.  Inverted commas/speech marks in quotes.  Possessive apostrophe.
New terminology for pupils	Y3 - Preposition conjunction direct speech inverted commas/speech marks Clause Subordinate clause Y4 - Adverbial determiner	Y4 - Pronoun Possessive pronoun				
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Comprehension	<b>Develop positive attitudes to reading and understanding of what they read by:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read					

	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Understand what they read, in books they can read independently, by:</b></p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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