

St Mary's Long-Term Overview for English

Year Group: 1

Autumn Term	Spring Term	Summer Term
<p>Traditional Tales/ Tales from other cultures The Story Tree by Hugh Lupton</p> <p>Classic picturebook Where the Wild Things Are by Maurice Sendak</p> <p>Contemporary picturebook Mini Rabbit Not Lost by John Bond</p> <p>Non-fiction Ten Things I Can Do To Help My World by Melanie Walsh</p> <p>Poetry on a theme: ourselves Here's a Little Poem edited by Jane Yolen and Andrew Fuesk Peters, illustrated by Polly Dunbar</p>	<p>Contemporary picturebook Man on the Moon (a Day in the Life of Bob) by Simon Bartram</p> <p>Contemporary picturebook The Lonely Beast by Chris Judge</p> <p>Contemporary picturebook Wild by Emily Hughes</p> <p>Traditional Tales/ Tales from other cultures The Story Tree by Hugh Lupton</p>	<p>Traditional Tales/ Tales from other cultures The Story Tree by Hugh Lupton</p> <p>Contemporary picturebook Faction Look Up! by Nathan Bryon and Dapa Adeola</p> <p>Contemporary picturebook Anna Hibiscus by Atinuke</p> <p>Poet study: Michael Rosen Past children's laureate CLiPPA prize winner A Great Big Cuddle Poems for the Very Young by Michael Rosen and Chris Riddell</p>

The CLPE Power of Reading teaching sequences support teacher in planning and teaching sequences of English lessons: <https://clpe.org.uk/powerofreading>
Username: s.swords@stmryb20.bham.sch.uk Password: 1234

Power of Reading teaching sequences will provide ideas for meaningful writing outcomes. The writing outcomes noted in this document must be part of the terms curriculum.

Writing Outcomes		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Write sentences • Write factual sentences (to inform) • Write sentences in role, e.g., thought bubbles (to express) • Retell a known story - a sequence of sentences in third person (to entertain) • Retell a known story - a sequence of sentences in third person (to entertain) • Write sentences from personal experience (to inform) • 	<ul style="list-style-type: none"> • Sequences of sentences • Write a sequence of sentences to retell a known story (to entertain) • Write a sequence of sentences in role, e.g., a message, note, simple letter (to express) • Write a sequence of factual sentences (to inform) • Write a sequence of sentences to retell a known story (to entertain) • Write a sequence of sentences to recount a fictional or real event (to inform/express) • Instructions (to teach) 	<ul style="list-style-type: none"> • Sequences of Sentences • Write a sequence of sentences to retell a known story (to entertain) • Write a sequence of sentences in role (to express) • Write a sequence of factual sentences (to inform) • Write a sequence of sentences to tell a story (to entertain) • Write a sequence of sentences to recount a fictional or real event (to inform/express) • Write simple poetry (to paint with words)
<p>NB: Opportunities for writing across each term must include the purposes for writing as described here. The context will be inspired by the Power of Reading text or a real event.</p>		

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Year Group 2

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Twisted fairytales Author study</p> <p>Rapunzel by Bethan Woollvin Little Red by Bethan Woollvin</p> <p style="text-align: center;">Contemporary picturebook (books on a theme)</p> <p>The Dark by Lemony Snicket and Jon Klassen or Orion and the Dark by Emma Yarlett</p> <p style="text-align: center;">Poems on a theme: bedtime Poems to Perform</p> <p style="text-align: center;">Contemporary picture book Leaf by Sandra Dieckmann</p>	<p style="text-align: center;">Contemporary picturebook The Secret Sky Garden by Linda Sarah and Fiona Lumbers</p> <p style="text-align: center;">Faction (book in a series) One Day on our Blue Planet... In The Savannah by Ella Bailey OR Hummingbird by Nicola Davies and Jane Ray</p> <p style="text-align: center;">Contemporary picturebook If All the World Were... by Joseph Coelho and Allison Colpoys</p> <p style="text-align: center;">Poet study; Julia Donaldson Past Children's Laureate</p>	<p style="text-align: center;">Contemporary graphic novel The Secret of Black Rock by Joe Todd-Stanton</p> <p style="text-align: center;">Illustrated novel Nikhil and Jay Save the Day by Chitra Soundar</p> <p style="text-align: center;">Contemporary picturebook The Last Wolf by Mini Grey</p> <p style="text-align: center;">Stories from another culture Lila and the Secret of Rain by David Conway and Jude Daly</p>

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Writing Outcomes		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Retell a known story in third person (to entertain) • Write about a fictional event in role (to express) • Retell a known story in third person (to entertain) • Write about a fictional event in role or personal event (to express/ inform) • Information writing (to teach/ inform) 	<ul style="list-style-type: none"> • Write a story - develop structure and stamina in order to finish a composition (to entertain) • Writing in role (to express) • Information writing (to teach/ inform) • Write a story - develop structure and stamina in order to finish a composition (to entertain) • Recount a real or fictional event (to teach/ entertain) • Instructions (to teach/ inform) • Write poetry, e.g., descriptive poetry (to paint with words) 	<ul style="list-style-type: none"> • Write a story developing stamina and structure (to entertain) • Information writing (to teach/ inform) • Write a story developing stamina and structure (to entertain) • Write in role (to inform/ express) • Write a recount of a fictional or real event in role (to express/ inform) • Write poems (to entertain / express)
<p>NB: Opportunities for writing across each term must include the purposes for writing as described here. The context will be inspired by the Power of Reading text or a real event.</p>		<p>Writing outcomes should align with the end of year expectations (teacher assessment framework for the end of KS1) and teachers' assessment judgements.</p>

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Year Group: 3

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Contemporary picturebook</p> <p>The Tin Forest by Helen Ward and Wayne Anderson</p> <p style="text-align: center;">Contemporary picturebook</p> <p>Gregory Cool by Caroline Binch</p> <p style="text-align: center;">Classic</p> <p style="text-align: center;">Illustrated novel</p> <p>The Iron Man by Ted Hughes illustrated by Laura Carlin</p> <p>Poetry on a theme: school</p>	<p style="text-align: center;">Contemporary picturebook</p> <p>The Comet by Joe Todd-Stanton</p> <p style="text-align: center;">Contemporary picture book</p> <p>Leon and the Place Between by Angela McAllister and Grahame Baker-Smith</p> <p style="text-align: center;">Non-fiction</p> <p>Libba The Magnificent Musical Life of Elizabeth Cotton by Laura Veirs and Tatyana Fazlalizadeh</p> <p style="text-align: center;">Poet study: Zaro Weil</p> <p>Cherry Moon</p> <p>When Poems Fall From the Sky</p>	<p style="text-align: center;">Illustrated novel</p> <p>The Wild Robot by Peter Brown</p> <p style="text-align: center;">Contemporary graphic novel (book in a series, author study)</p> <p>Brownstone's Mythical Collection Arthur and the Golden Rope by Jo Todd-Stanton</p> <p style="text-align: center;">Illustrated novel (short stories, book in a series)</p> <p>Too Small Tola by Atinuke</p>

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Writing Outcomes		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Write speech sentences (to entertain) • Retell a known story in third person focusing on component parts (beginning, meet characters/ setting, problem, problem magnifies, resolution and ending) and stamina (to entertain) • Recount a fictional or real event (to make a record) • Writing in role (to express) • Retell a known story focusing on component parts (beginning, meet characters/ setting, problem, problem magnifies, resolution and ending) and stamina (to entertain) • Information writing (to teach/ inform) 	<ul style="list-style-type: none"> • Write speech sentences (to entertain) • Write a story focusing on component parts and stamina (to entertain) • Influence others by sharing thoughts and opinions, e.g., letters (to influence) • Write in role a recount of fictional events (to express) • Poetry writing (paint with words) • Information writing (to teach/ inform and explain) 	<ul style="list-style-type: none"> • Write speech sentences (to entertain) • Write a story focusing on component parts and stamina (to entertain) • Writing in role (to express) • Information writing, e.g., a magazine article (to inform/ to inform and explain) • Write speech sentences (to entertain) • Write a story focusing on component parts and stamina (to entertain) • Write a recount of imaginary events, e.g., retell events from a character's point of view (to express) • Poetry writing (to paint with words)

NB: Opportunities for writing across each term must include the purposes for writing as described here. The context will be inspired by the Power of Reading text or a real event.

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Year Group: 4

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Modern fairytale, contemporary picturebook Past poet laureate</p> <p>Lost Happy Endings by Carol Ann Duffy and Jane Ray</p> <p style="text-align: center;">Traditional tales Stories from other cultures</p> <p>The Lion and the Unicorn and other Hairy Tales by Jane Ray OR Pea Boy and Other Stories from Iran by Elizabeth Laird and Shirin Adl OR Stories of Peace and Kindness by Elizabeth Laird and Mehrdokht Amini</p> <p style="text-align: center;">Poet Study: Joseph Coelho CLIPPA prize winner, current children's laureate</p> <p>Werewolf Club Rules</p>	<p style="text-align: center;">Classic novel</p> <p>The Ice Palace by Robert Swindells</p> <p style="text-align: center;">Contemporary novel</p> <p>Danny Chung Does Not Like Maths by Maisie Chang</p> <p style="text-align: center;">Contemporary picturebook, fiction</p> <p>Ride the Wind by Nicola Davies and Salvatore Rubbino</p>	<p style="text-align: center;">Illustrated novel</p> <p>Miraculous Journey of Edward Tulane by Kate DiCamillo and Bagram Ibatoulline</p> <p style="text-align: center;">Poems on a theme: the environment</p> <p style="text-align: center;">Non-fiction</p> <p>One Plastic Bag Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul and Elizabeth Zunon</p>

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Writing Outcomes		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Write a short conversation (to entertain) • Retell a short story focusing on component parts (beginning - meet characters/ setting, problem, problem magnifies, resolution and ending) and stamina (to entertain) • Recount a fictional or real event (to make a record) • Write in role, e.g., letter (to express) • Write a story inspired by the text (to entertain) • Information writing (to teach/ inform) 	<ul style="list-style-type: none"> • Write a short conversation (to entertain) • Write a story - plot, structure, direct speech (to entertain) • Persuade others, e.g., letter or magazine article (to influence) • Writing in role, fictional events (to express) • Poetry writing (to paint with words) • Write a short conversation (to entertain) • Write a story - plot, structure, direct speech (to entertain) 	<ul style="list-style-type: none"> • Write a short conversation (to entertain) • Write a story - plot, structure, direct speech (to entertain) • Non-chronological report, e.g., double page spread (to inform) • Write a short conversation (to entertain) • Write a story e.g., retell a chapter from a character's point of view (to entertain) • Writing in role (to express) • Descriptive writing (to paint with words) • Poetry writing (to paint with words)
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Year Group: 5

Autumn Term	Spring Term	Summer Term
<p>Contemporary illustrated novel Story from another culture Seasons of Splendour by Madhur Jaffery</p> <p>Contemporary classic novel Rooftoppers by Katherine Rundell</p> <p>Poetry on a theme: writing</p>	<p>Historical illustrated novel Past children's laureate The Little Match Girl Strikes Back by Emma Carroll and Lauren Child OR Son of the Circus - A Victorian Story by E L Norry</p> <p>Contemporary picturebook UKLA award winner The Journey by Francesca Sanna</p> <p>Classic narrative poetry Kate Greenaway prize winner The Highwayman by Alfred Noyes and Charles Keeping</p>	<p>Contemporary novel The Boy at the Back of the Class by Onjali Q. Rauf</p> <p>Non-fiction Suffragette: The Battle for Equality by David Roberts</p> <p>Poet study: Rachel Rooney CLiPPA prize winner My Life as a Goldfish; The Language of Cat; A Kid in Our Class; Hey Girl!</p>

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Writing Outcomes		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Write a short conversation (to entertain) • Integrating dialogue and description to advance the action (to paint with words) • Write a story inspired by the class novel e.g., rewriting a chapter in first/ third person (to entertain) • Information writing or information writing including an explanation (to teach/ inform) • Writing in role (to express) • One sided argument (to influence) 	<ul style="list-style-type: none"> • Descriptive writing in the style of the author (to paint with words) • Persuasive piece (to influence) • Write a short conversation (to entertain) • Write a story e.g., rewriting a chapter in third person focusing on structure and plot (to entertain) • Retell an event from two points of view (to entertain/ express) • Teach others about a subject allowing for a more formal tone (to inform/ teach) 	<ul style="list-style-type: none"> • Writing in role from two different viewpoints and allow for different registers - more formal tone (to express) • Integrating dialogue and description (to paint with words) • Write a story inspired by class text integrating speech and description (to paint with words) • Writing in role (to express and influence) • Information writing (to teach/ inform) • Poetry writing (to paint with words)
<p>NB: Opportunities for writing across each term must include the purposes for writing as described here. The context will be inspired by the Power of Reading text or a real event.</p>		

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Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><i>Contemporary novel</i> Running on Empty by S.E. Durrant</p> <p style="text-align: center;"><i>Classic play, literary heritage</i> Macbeth by William Shakespeare</p> <p style="text-align: center;"><i>Poet Study: Kate Wakeling</i> CLiPPA winner Cloud Soup; Moon Juice</p>	<p style="text-align: center;"><i>Non-fiction</i> Kate Greenaway and Carnegie medal winner Shackleton's Journey by William Grill</p> <p style="text-align: center;"><i>Contemporary horror picturebook</i> The Viewer by Sean Tan and Gary Crew</p> <p style="text-align: center;"><i>Contemporary horror novel</i> Clockwork by Philip Pullman</p>	<p style="text-align: center;"><i>Poet study: Karl Nova</i> CLiPPA prize winner Rhythm and Rhyme</p> <p style="text-align: center;"><i>Contemporary classic novel</i> Holes by Louis Sachar</p> <p style="text-align: center;"><i>Contemporary classic dystopian novel</i> Floodland by Marcus Sedgwick (or this could be moved to Spring term instead of Clockwork and The Viewer)</p>

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<u>Writing Outcomes</u>		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Write a short conversation (to entertain) • Integrating dialogue and description to advance the action (to paint with words) • Write a story inspired by the class novel (to entertain) • Information writing including an explanation (to teach/ inform) • Writing in role (to express) • Write a story - introduce different structures as required (to entertain) 	<ul style="list-style-type: none"> • Writing in the style of the author (to paint with words) • One-sided argument - allow for more formal tone (to influence) • Integrating dialogue and description to advance the action (to entertain) • Write a story based on class text integrating dialogue and description to advance action (to entertain) • Retell an event from two points of view (to entertain/ express) 	<ul style="list-style-type: none"> • Write in role from different viewpoints (to express) • Integrating dialogue and description to advance the action (to paint with words) • Write a story based on class text integrating dialogue and description to advance action (to entertain) • Writing in role (to express and influence) • Report on events in a more formal tone (to make a record) • Information writing (to teach/ inform) • Poetry writing (to paint with words)
<p>NB: Opportunities for writing across each term must include the purposes for writing as described here. The context will be inspired by the Power of Reading text or a real event.</p>	<p>Writing outcomes should align with the end of year expectations (teacher assessment framework for the end of KS2) and teachers' assessment judgements.</p>	

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