



Long Lane Primary School English Curriculum Overview

Our Long Lane reading spine is made up of high-quality, rich texts which teachers use to inform their English planning. Writing opportunities meet objectives within the National Curriculum and are planned and taught using our writing process which is explained in more detail in our writing intent.

Year Group		Autumn Term 1	Autumn 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	Key texts	Rainbow Fish Goldilocks and the Three Bears Mr MacDonald Stick Man Rosie's Walk The Little Red Hen Leaf Man	Room on the Broom Rama and Sita Whatever Next The Christmas Story Owl Babies The Gingerbread Man	The Stinky Cheese Man Polar Bear, Polar Bear Three Billy Goats Gruff We're Going on a Bear Hunt The Gruffalo	Oi Frog! All Join in My Mum is Fantastic! Noah's Ark The Hungry Caterpillar Jack and the Beanstalk	The Wind in the Willows Puff the Magic Dragon Dinosaurs Love Underpants The Tiny Seed Where the Wild Things Are Goldilocks and the Three Crocodiles	I want my Hat Back The Very Busy Spider The Hare and the Tortoise Camille and the Sunflowers Knuffle Bunny The Bad-Tempered Ladybird This is Not my Hat Here We Are
	Writing opportunities	Story sequencing Story in movement Positional language Oral storytelling Rhyme	Oral storytelling Drama and performance Creative writing Poetry Rhyme and rhythm	Oral storytelling Rap/song storytelling	Non-fiction Oral storytelling Sequencing Historical text (past and present)	Non-fiction – fact finding Drama and performance Poetry	Sequencing and journey maps Poetry

	Word reading	<p>Sound discrimination used as a precursor to RWI Set 1 sounds.</p> <p>Oral blending and segmenting of early RWI set 1 graphemes.</p> <p>Show an interest in illustrations and words in print and digital books and words in the environment.</p> <p>Recognise familiar words and signs such as own name, advertising logos and screen icons.</p>		<p>RWI set 1 graphemes continue to taught.</p> <p>Read some high frequency words.</p> <p>Use a developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</p>		<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	
	Reading comprehension	<p>Show some awareness of the way stories are structured, and tells own stories.</p> <p>Talk about events and principal characters in stories and suggest how the story might end.</p>		<p>Describe main story settings, events and principal characters in increasing detail.</p> <p>Recall and discuss stories or information that has been read to pupils.</p>		<p>Demonstrate understanding of what has been read to pupils by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	
1	Key texts	RWI texts	RWI texts The Christmas Story	The Little Red Hen Poems by James Carter Little People, Big Dreams: Florence Nightingale	The Hare and the Tortoise Little People, Big Dreams: Martin Luther King The Easter Story	The Enormous Turnip	The Gingerbread Man
Additional texts from Literacy Shed and Twinkl used for poetry and non-fiction							

	Writing opportunities	<p>Within RWI writing lessons:</p> <ul style="list-style-type: none"> • Labels & captions. • Oral rehearsal & sentence structure. • Descriptions. • Letters. 	<p>Character descriptions Narrative – story retelling Non-fiction – fact files Recounts Instructions Holiday News</p>	<p>Recounts Character descriptions Narrative – story retelling Poetry – acrostics Non-fiction – fact files</p>	<p>Recounts Narrative – story retelling Instructions Explanations</p>	<p>Non-fiction: animal fact files Character descriptions Narrative – story retelling Recounts</p>	<p>The Gingerbread Man</p>
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	Word reading	<p>Apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read books build up fluency and confidence.</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read books to build up fluency and confidence in word reading.</p>	<p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p>
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	Reading comprehension	<p>Retell familiar stories.</p> <p>Join in with repeated refrains.</p> <p>Discuss new word meaning and links these to words already known.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>		<p>Know that some books tell stories and others give information.</p>	<p>Demonstrate a growing awareness of how to use non-fiction books to find information.</p>	<p>Make simple inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Outline a familiar story using key points.</p> <p>Predict what a book may be about based on the front cover.</p> <p>Predict what might happen next, giving reasons for their thinking.</p>
2	Key texts	<p>Colour Monster My Brother The Gruffalo</p>	<p>Procedural Texts- instructions Traditional Tales – Jack & the Beanstalk</p>	<p>Poetry – The Wizard’s Spell The Polar Express</p>	<p>My First Animal Encyclopaedia The Owl Who Was Afraid of the Dark</p>	<p>The Twits Little Red Riding Hood Little Red & the very hungry lion</p>	<p>Dear Greenpeace Lighthouse Keeper</p>
		Additional texts from Literacy Shed and other experiences leads to cross-curricular writing as well as addressing SPaG objectives.					
	Writing opportunities	<p>Narrative – oral storytelling and story retelling Writing labels Character descriptions Poetry – Kennings</p>	<p>Instructions Narrative – oral storytelling & innovation Recounts</p>	<p>Descriptive writing Poetry Diary writing</p>	<p>Non-chronological reports Descriptive writing Narrative – innovate the story Poetry</p>	<p>Descriptive writing Character descriptions Diary writing Narrative writing</p>	<p>Information texts Formal letter writing Diary writing</p>

	<p style="text-align: center;">Word Reading</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught, especially recognising alternative sounds for graphemes.</p> <p>Re-read books to build up fluency and confidence in word reading.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sounds and where these occur in the word.</p> <p>Read accurately words of two or more syllables that contain known graphemes</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Recognise simple recurring literary language in stories.</p> <p>Recognise key literary features in different text genres.</p>
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	Reading comprehension	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss favourite words and phrases.</p> <p>Predict what might happen on the basis of what has been read.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss favourite words and phrases.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Understand that non-fiction books are structured in different ways.</p> <p>Participate in discussion about books, poems and other works that are read to the children and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Recognise simple recurring literary language in stories.</p> <p>Understand that non-fiction books are structured in different ways.</p>	
3	Key texts	<p>Oliver Jeffers Texts: Here we are, Stuck, Lost and Found Little People, Big Dreams: Marcus Rashford Nelson Mandela</p>	<p>Shackleton's Journey Little People, Big Dreams – Ernest Shackleton Coming Home</p> <p>A range of non-fiction texts about polar animals</p>	<p>Ugg Stone Age Boy How to wash a woolly Mammoth</p>	<p>Poetry - The River The Day the Ocean Went Away The Adventures of a Plastic Bottle</p>	<p>Escape from Pompeii</p>	<p>The Flower Man Iron Man</p>
Additional texts from Literacy Shed and other experiences leads to cross-curricular writing as well as addressing SPaG objectives.							

	<p>Writing opportunities</p>	<p>Biographical writing Description</p>	<p>Diary writing Non-chronological reports Description</p>	<p>Narrative – story retelling Letter writing Postcards Instructions</p>	<p>Persuasive writing Poetry</p>	<p>Narrative writing Explanation texts</p>	<p>Narrative writing Character descriptions</p>
	<p>Word Reading</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Develop an understanding of new words.</p>					
	<p>Reading comprehension</p>	<p>Check that the text makes sense. Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.</p>					

		<p>Discuss words and phrases that capture interest and imagination.</p> <p>Asking questions to improve understanding of a text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words.</p> <p>Identify main ideas drawn from more than one paragraph.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p> <p>Use dictionaries to check the meaning of words that I have read.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>
4	Key texts	<p>The Journey</p> <p>Beowulf</p>	<p>How to train your dragon</p> <p>Coming Home</p>	<p>Shakespeare – The Tempest & Midsummer Night's Dream</p>	<p>Africa is not a country</p> <p>The Willow Pattern Story</p>	<p>Charlie & the Chocolate Factory</p> <p>The Windrush Child</p> <p>The Great Kapok Tree</p> <p>The Shamon's Apprentice</p>	
	Writing opportunities	<p>Creative writing</p> <p>Narrative</p> <p>Hero myth</p> <p>Poetry – historical theme</p>	<p>Character Descriptions</p> <p>Instructions</p> <p>Explanation</p>	<p>Narrative – playscripts</p> <p>Poetry – vocabulary development</p>		<p>Performance poetry</p> <p>Narrative – character and setting description,</p> <p>Biography – non-fiction writing linked to science.</p>	
Additional texts from Literacy Shed and other experiences leads to cross-curricular writing as well as addressing SPaG objectives.							

	Word Reading	<p>Apply a growing knowledge of root words, prefixes and suffixes.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Develop an understanding of new words read.</p>
	Reading comprehension	<p>Participate in discussion about books read independently and books read aloud in English lessons.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>

		<p>Discuss words and phrases that capture pupils' interest and imagination.</p> <p>Ask questions to improve understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these retrieve and record information from non-fiction.</p>	<p>Perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these retrieve and record information from non-fiction.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that I have read.</p> <p>Read books that are structured in different ways and read for a range of purposes</p>
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5	Key texts	<p>Here We Are Boy at The Back of the Class The Day We Met the Queen Illegal (Ebo's Journey), We Refugees – poem by Benjamin Zephaniah, Refugees – Brian Bilston The London Underground Story The Unforgotten Coat No Ballet Shoes in Syria Moses: When Harriet Tubman Led Her People to Freedom The Tulsa Massacre Where the Poppies Now Grow The Christmas Truce</p>	<p>Carrie's War The Silver Sword Rosie Raja – Churchill's Spy Friend or Foe After the War Billie Swift Takes Flight First News newspaper reports The Secret Life of Spies The London Underground Story</p>	<p>Marcia Williams - Greek Myths Beasts of Olympus: Beast Keeper Mission to Marathon Mark of the Cyclops: An Ancient Greek Mystery Ancient Greek Olympic Odes</p>
	Additional texts from Literacy Shed and other experiences leads to cross-curricular writing as well as addressing SPaG objectives.			
	Writing opportunities	<p>Persuasive writing Descriptive writing Diary writing Letter writing Narrative – first person Poetry – current affairs theme Poetry - Remembrance</p>	<p>Narrative – third person Diary writing Discussion/argument writing Newspaper reports Biographies</p>	<p>Narrative – descriptive writing Discussion writing Poetry – historical theme Non-chronological reports Narrative – myths Recounts</p>
Word Reading	Apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.			

	Reading comprehension	<p>Check that the book makes sense, discuss pupils' understanding and explore the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>		<p>Identify key details that support the main ideas identifying how language, structure and presentation contribute to meaning identifying how language, structure and presentation.</p> <p>Discuss and evaluate how authors use language, considering the impact on the reader.</p> <p>Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for views.</p>		<p>Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify key details that support the main ideas identifying how language, structure and presentation contribute to meaning identifying how language, structure and presentation.</p>	
6	Key texts	<p>BOOKS: <i>Kapok Tree</i>, Lynne Cherry; <i>Journey to the River Sea</i>, Eva Ibbotson; <i>Rainplayer</i>, David Wisniewski</p>	<p>Xmas book</p>	<p><i>Street Child</i> and <i>Far From Home</i> - Berlie Doherty</p> <p>comprehension, recounts: writing in role/diaries</p>	<p>Non-chronological report – Dr Barnardo/Workhouses</p> <p>Journalism</p> <p>Narrative – Victorian Writing</p>	<p>Book: The Secrets of the Sun King</p>	
<p>Additional texts from Literacy Shed and other experiences leads to cross-curricular writing as well as addressing SPaG objectives.</p>							

	<p>Writing opportunities</p>	<p>Instructions – writing linked to history unit. Newspaper articles Character descriptions, Narrative - cohesion across paragraphs, speech punctuation. Diary writing – active/passive voice, modal verbs.</p>	<p>Narrative – descriptive techniques (showing not telling), settings, sentence types Balanced arguments – formal/informal language. Arguments Character comparisons</p>	<p>Non-chronological reports – Paragraph development, layout devices, topic sentences</p>
	<p>Word Reading</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.</p>		

Reading comprehension		<p>Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommend books that they I read to their peers, giving reasons for my choices identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Discuss pupils' understanding and exploring the meaning of words in context.</p> <p>Draw inferences such as inferring characters' thoughts and motives from their actions, and justifying inferences with evidence as well as personal experience.</p> <p>Predict what might happen from details stated and implied.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion and demonstrate understanding through discussion and examples.</p> <p>Explain and discuss pupils' understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>Draw inferences such as inferring characters' thoughts and motives from their actions, and justifying inferences with evidence as well as personal experience.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Efficiently retrieve, record and present information from non-fiction.</p>	<p>Increase pupils' familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Perform poems (by heart) and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Draw inferences such as inferring characters' thoughts and motives from their actions, and justifying inferences with evidence as well as personal experience.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>

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