

**CULCHETH COMMUNITY PRIMARY SCHOOL LONG TERM ENGLISH OVERVIEW –
PROGRESSION IN FICTION GENRES AND NON-FICTION TEXT TYPES**

Year group	<p align="center"><u>Fiction genres</u> Each class will have fiction units, each lasting 2/3 weeks - focus on the following genres Different narrative structures should be taught as appropriate e.g. problem, resolution; flashback etc.</p>	<p align="center"><u>Non-Fiction text types</u> Each class will have non-fiction units, each lasting 2/3 weeks Additional writing opportunities should be planned e.g. letters, invitations, posters etc.</p>	<p align="center"><u>Poetry</u> Each class will have 3 poetry units, each lasting 1/2 week</p>
R	Cumulative story Traditional tales Familiar setting Imaginative setting Story with PSHE focus	Recounts x 2 (1 st person recount) Instructions x 2 (how to make...) Information texts x 2 (factual sentences in logical order)	<p>Each year group should do 3 poetry units – a range of forms to be chosen by teacher. The focus for learning should be on:</p> <ul style="list-style-type: none"> • Reading – comprehension, vocabulary, learning by heart, recital and performance • Writing – particular form, developing grammar, sentence level work, style, vocabulary • Links to cross-curricular areas or other English units. <p>Please plan these in when there is already an opportunity for performance e.g. whole class assembly, harvest assembly, Christmas play etc.</p>
1	Cumulative story Traditional tales Familiar setting Imaginative setting Story with PSHE focus	Recounts x 2 (1 st person recount) Instructions x 2 (how to make...) Information texts x 2 (factual sentences in logical order)	
2	Traditional tales Familiar settings Imaginative/fantasy setting Story with PSHE focus Narrative based in a different setting (linked to geography/history)	Recounts x 2 (1 st person recount) Instructions x 2 (how to make...) Non-chronological report x 2	
3	Traditional tales – Celtic myth Familiar settings Imaginative/fantasy settings Story with PSHE focus Narrative based in a different setting (linked to geography/ history) Adventure/mystery	Recount (1 st person rec , in role or diary) Instructions (how to make.../how to get to...) Non-chronological report x 2 Explanation Persuasion – advert	
4	Traditional tales – myth, traditional tale with twist Familiar settings Imaginative/fantasy settings Story with PSHE focus Narrative based in a different setting (linked to geography/history) Adventure/mystery	Recount (in role or diary) Recounts – magazine or newspaper report Instructions Non-chronological report Explanation Persuasion – advert Persuasion - leaflet	

5	<p>Traditional tales – Greek myth, from another culture, tale with twist Familiar settings Imaginative/fantasy settings Story with PSHE focus Narrative based in a different setting (linked to geography/history) Adventure/mystery Ghost story/suspense Humorous story?</p>	<p>Recounts – newspaper report Recounts – biography, diary in role Instructions Non-chronological report Explanation Persuasion text eg. formal letter Oral debate (write one side of argument for debate) (Discussion)</p>	
6	<p>Traditional tales – from another culture, with twist or 'new' tale Familiar settings Imaginative/fantasy settings Story with PSHE focus Narrative based in a different setting (linked to geography/history) Adventure/mystery Ghost story/suspense Humorous story</p>	<p>Recounts - diary, newspaper, biography/autobiography Instructions Non-chronological report Explanation Persuasion –advert, leaflet, letter Discussion Hybrid texts Year 6 need to teach and revisit all of the above text types before end of Spring 2. Book based units in Summer 1 and 2 – to get range of up-to-date independent writing for teacher assessment (narrative and non-fiction)</p>	

CULCHETH COMMUNITY PRIMARY SCHOOL LONG TERM ENGLISH VOCABULARY OVERVIEW

Year group	<u>Spellings/HFW</u>	<u>Grammar vocabulary</u>	<u>Tier Words</u>																																																												
R	<p>Letters and Sounds tricky words Phase 2 onwards:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Phase 2</th> <th style="width: 25%;">Phase 3</th> <th style="width: 25%;">Phase 4</th> <th style="width: 25%;">Phase 5</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">he</td> <td style="text-align: center;">said</td> <td style="text-align: center;">oh</td> </tr> <tr> <td style="text-align: center;">no</td> <td style="text-align: center;">she</td> <td style="text-align: center;">have</td> <td style="text-align: center;">Mrs</td> </tr> <tr> <td style="text-align: center;">the</td> <td style="text-align: center;">we</td> <td style="text-align: center;">like</td> <td style="text-align: center;">people</td> </tr> <tr> <td style="text-align: center;">to</td> <td style="text-align: center;">me</td> <td style="text-align: center;">so</td> <td style="text-align: center;">their</td> </tr> <tr> <td style="text-align: center;">go</td> <td style="text-align: center;">be</td> <td style="text-align: center;">do</td> <td style="text-align: center;">called</td> </tr> <tr> <td style="text-align: center;">into</td> <td style="text-align: center;">you</td> <td style="text-align: center;">some</td> <td style="text-align: center;">Mr</td> </tr> <tr> <td></td> <td style="text-align: center;">are</td> <td style="text-align: center;">come</td> <td style="text-align: center;">looked</td> </tr> <tr> <td></td> <td style="text-align: center;">her</td> <td style="text-align: center;">little</td> <td style="text-align: center;">asked</td> </tr> <tr> <td></td> <td style="text-align: center;">was</td> <td style="text-align: center;">one</td> <td style="text-align: center;">could</td> </tr> <tr> <td></td> <td style="text-align: center;">all</td> <td style="text-align: center;">were</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">they</td> <td style="text-align: center;">there</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">my</td> <td style="text-align: center;">what</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">when</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">out</td> <td></td> </tr> </tbody> </table>	Phase 2	Phase 3	Phase 4	Phase 5	I	he	said	oh	no	she	have	Mrs	the	we	like	people	to	me	so	their	go	be	do	called	into	you	some	Mr		are	come	looked		her	little	asked		was	one	could		all	were			they	there			my	what				when				out		<p>Some pupils may begin to develop their understanding of the concepts set out in English Appendix 2 - <u>Vocabulary grammar and punctuation.pdf</u> by:</p> <ul style="list-style-type: none"> • Leaving spaces between words • Joining words and clauses using and • Learning the grammar for year 1 in English appendix 2. • Use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>We have agreed to call tier 1 words everyday words, tier 2 words, up graded words and tier 3 words, glossary words.</p> <p>These words will be specific to the topics covered in each class throughout the year.</p> <p>All children will be encouraged to ‘up level’ Tier 1 words that they use in their writing to Tier 2 words.</p> <p>All classes will use vocabulary displays to encourage the children to develop their spoken and written vocabulary. From this display, a word of the week or a word of the day will be chosen.</p>
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1	<p>English Appendix 1 - Spelling.pdf</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • The common exception words • The days of the week • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular for verbs. • Using the prefix un- • Using –ing, -ed, -er and –est where no change is needed in the spelling of root words. • Apply simple spelling rules and guidance as listed in English appendix 1. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 - <u>Vocabulary grammar and punctuation.pdf</u> by:</p> <ul style="list-style-type: none"> • Leaving spaces between words • Joining words and clauses using and • Learning the grammar for year 1 in English appendix 2. • Use the grammatical terminology in English Appendix 2 in discussing their writing. <p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 (‘Terminology for pupils’) when their writing is discussed.</p>	<p>We have agreed to call tier 1 words everyday words, tier 2 words, up graded words and tier 3 words, glossary words.</p> <p>These words will be specific to the topics covered in each class throughout the year.</p> <p>All children will be encouraged to ‘up level’ Tier 1 words that they use in their writing to Tier 2 words.</p> <p>All classes will use vocabulary displays to encourage the children to develop their spoken and written vocabulary. From this display, a word of the week or a word of the day will be chosen.</p>																																																												

2	<p>English Appendix 1 - Spelling.pdf Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words. • Learning to spell more words with contracted forms • Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. • Apply simple spelling rules and guidance as listed in English appendix 1. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 - Vocabulary grammar and punctuation.pdf by learning how to use:</p> <ul style="list-style-type: none"> • Expanded noun phrases to describe and specify. E.g. the blue butterfly. • Subordination (using when, if, that, or and because) and co-ordination (using or, and or but). • The grammar for year 2 in English appendix 2 • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms that they need to learn listed in English Appendix 2 ('Terminology for pupils').</p>	<p>We have agreed to call tier 1 words everyday words, tier 2 words, up graded words and tier 3 words, glossary words.</p> <p>These words will be specific to the topics covered in each class throughout the year.</p> <p>All children will be encouraged to 'up level' Tier 1 words that they use in their writing to Tier 2 words.</p> <p>All classes will use vocabulary displays to encourage the children to develop their spoken and written vocabulary. From this display, a word of the week or a word of the day will be chosen.</p>
3	<p>English Appendix 1 - Spelling.pdf In Year 3 and Year 4 pupil should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. 	<p>Pupils in Year 3 and Year 4 should be taught to develop their understanding of the concepts set out in English Appendix 2 - Vocabulary grammar and punctuation.pdf by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Learning the grammar for years 3 and 4 in English Appendix 2. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>We have agreed to call tier 1 words everyday words, tier 2 words, up graded words and tier 3 words, glossary words.</p> <p>These words will be specific to the topics covered in each class throughout the year.</p> <p>All children will be encouraged to 'up level' Tier 1 words that they use in their writing to Tier 2 words.</p>
4		<p>Pupils should be taught the terminology and concepts set out in English appendix 2 and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p>	<p>All classes will use vocabulary displays to encourage the children to develop their spoken and written vocabulary. From this display, a word of the week or a word of the day will be chosen.</p>

5	<p>English Appendix 1 - Spelling.pdf</p> <p>In Year 5 and Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use a thesaurus. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 - Vocabulary grammar and punctuation.pdf by:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with as implied (i.e. omitted) relative pronoun. • Learning the grammar for years 5 and 6 in English appendix 2. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>We have agreed to call tier 1 words everyday words, tier 2 words, up graded words and tier 3 words, glossary words.</p> <p>These words will be specific to the topics covered in each class throughout the year.</p> <p>All children will be encouraged to 'up level' Tier 1 words that they use in their writing to Tier 2 words.</p>
6		<p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>	<p>All classes will use vocabulary displays to encourage the children to develop their spoken and written vocabulary. From this display, a word of the week or a word of the day will be chosen.</p>