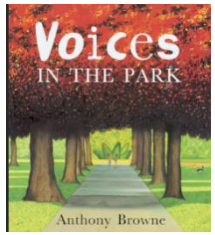
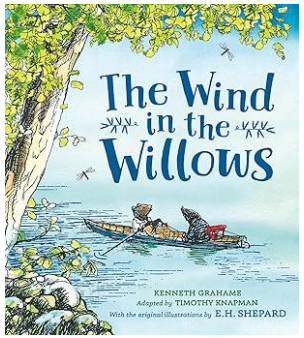
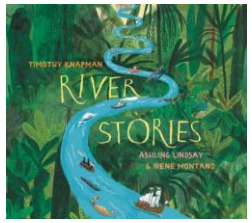
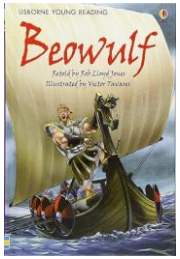
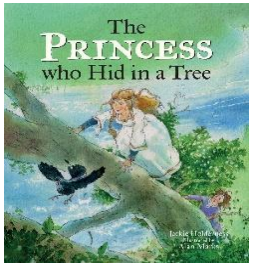
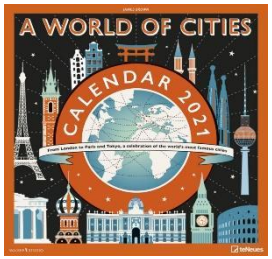
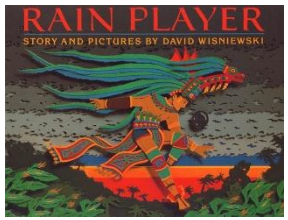
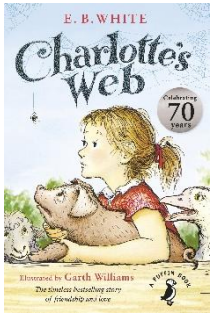
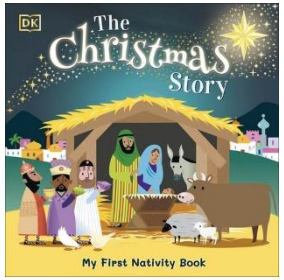
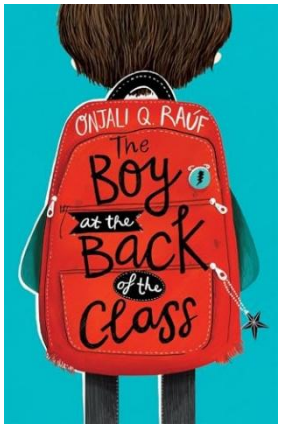
LKS2 English Overview – 26/27
Cycle A

Hello Term 1 *Where Have I come from?*	**We are conservationists** Term 1/2 *Why are Rivers important to people?*	**We are voyagers** Term 2/3 *Why do people migrate?*	**We are citizens** Term 3/4 *How has Carterton changed since the arrival of the RAF?*	**We are explorers** Term 4/5 *Who were The Mayans and what was their impact?*	**We are healthy** Term 5/6 *How can I look after myself?*	**Goodbye** Term 6 *How can we face goodbyes positively?*
Focus Texts						
<u>Recount writing</u> **Voices in the Park by Antony Browne** 	<u>Persuasive writing</u> **The Wind in the Willows by Kenneth Grahame (adapted by Timothy Knappman)**  <u>Non-fiction page</u> **River Stories by Timothy Knappman** 	<u>Diary Writing</u> **Beowulf by Rob Lloyd Jones**  <u>Story writing</u> **The Princess who Hid in a Tree by Jackie Holderness** 	<u>Non-fiction page</u> **A World of Cities by James Brown** 	<u>Descriptive poetry</u> **Leon and the Place Between By Angela McCallister and Grahame Baker-Smith**  <u>Instructions</u> **Rain Player by David Wisniewski** 	<u>Persuasive writing</u> **Charlotte's Web by EB White** 	<u>Dear Teacher</u> <u>Amy Husband</u> **Letter writing** 

Learning Outcomes Write a recount about a trip to the park.	**Learning Outcomes** To persuade people to look after rivers. To create a non-fiction page about a made up river.	**Learning Outcomes** To write a diary from Beowulf's perspective. The write a letter persuading Princess Frideswide to visit their favourite place.	**Learning Outcomes** To create a fact poster about Carterton	**Learning Outcomes** To write a descriptive poem of a hidden room. To write instructions for how to play the Mayan game Pok-ta-pok.	**Learning Outcomes** To write a persuasive letter to persuade Mr Zuckerman to keep Wilbur.	**Learning Outcomes** To write a letter to their new teacher.
Spelling, grammar and punctuation Sentences have a range of structures with varied and rich vocabulary. Sentences using capital letters, full stops. Write in past tense Discussing the sequence of events in a book and how items of information are related read aloud to a group or whole class using the present perfect form of verb	**Spelling, grammar and punctuation** Use sentences which have a range of structures with varied and rich vocabulary. Use conjunctions, adverbs and prepositions to express time and cause. Use subordinating conjunctions	**Spelling, grammar and punctuation** Description is expanded through the use of vivid language, including: ○ precise choices of verbs ○ expanded noun phrases of increasing complexity ○ sensory detail ○ figurative language ○ A range of prepositions are used effectively to express place Increasing range of sentence length and structure.	**Spelling, grammar and punctuation** To use inverted commas To use time adverbials To use time prepositions To use the past and present tense . To organise paragraphs around a theme Identify key organisational and language features in a writing model	**Spelling, grammar and punctuation** Identify key language and organisational features within a writing model. Use expanded noun phrases to add description. Sentences have a range of structures with a rich and varied vocabulary. Use conjunctions, adverbs and prepositions to express time and cause.	**Spelling, grammar and punctuation** Organise paragraphs around a theme. Use organisational devices in non-narrative writing. Consistently use the correct 'a' and 'an' form. Use conjunctions, adverbs and prepositions to express time and cause.	**Spelling, grammar and punctuation** Sentences have a range of structures with a rich and varied vocabulary. Use conjunctions, adverbs and prepositions to express time and cause.

Other books we cover (class books/guided reading)						
	A River – Marc Martin  **Guided Reading**	The Christmas Story  **Guided Reading**	The Boy at the Back of the Class – Onjali Q Rauf.  **Class reader/Guided Reading**			