



The William Harding Long-Term English Overview

This document details the high quality texts to be used in each year group for the novel study approach that underpins our English teaching. It outlines not only the texts to be used, but also the genres and skills that will be covered in the units. These will be tweaked and tailored to individual cohort needs. **Yellow highlighted texts are supported by PiXL resources.**

The order of units may be changed once the Primary Knowledge Curriculum (PKC) has been embedded, to ensure cross-curricular opportunities are maximised where appropriate.

EYFS will be added to this document once the PKC units have been confirmed to ensure high quality texts and coverage is comprehensive from pre-school and throughout.

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WILLIAM HAMLING SCHOOL
An sp... Work hard... Be kind...

Year 1	Term PKC unit TBC	Autumn 1 Spatial Sense	Autumn 2 Kings, Queens and Leaders	Spring 1 The UK	Spring 2 Parliament and Prime Ministers	Summer 1 The Seven Continents	Summer 2 Explorers through time
	Texts	Harvey Slumfenburger Peace at Last Cops and Robbers Dinosaurs in the supermarket	Knufflebunny Dogger Information text linked to topic Traction Man is Here	Man in the Moon Space Poems Here Come the Aliens Beegu	Hansel and Gretel Little Red Riding Hood Peep Inside How to catch a star How to wash a woolly mammoth	The Works Freddie and the fairy Hairy Tales and Nursery Crimes The house that Jack built	The Works Where the wild things are The Emperor of Absurdia
	Genres	Labels, lists and signs Stories with repeating patterns	Stories in familiar settings Information texts Poems about nature	Funny stories Information Texts Poems with pattern and rhyme	Traditional Tales Instructions	Fairy Stories Humorous poems	Fantasy Letters
	Suggested additional writing opportunities		Personal recount Descriptive language	Letter Character and setting descriptions Recount postcard	Re-telling a traditional tale	Character and setting descriptions	Descriptive language
	Suggested skills coverage Reading Writing	<i>Decoding/fluency through RWINC</i> <i>Predictable refrains</i> <i>Recognising rhymes and rhythms</i> <i>Understanding parts of a story</i> Segmenting/spelling/handwriting work Generate ideas from a stimulus Discussing writing and reading aloud Words combining to make sentences Using CL and .	<i>Increasing punctuation</i> <i>Recalling main points</i> <i>Link to own experiences</i>	<i>Suffixes</i> <i>Contractions</i> <i>How and why questions</i>	<i>Prefixes</i> <i>Predictions and inference</i>	<i>Recalling main points</i> <i>How and why questions</i>	<i>Predictions and inference</i>
			Sequencing sentences to make narratives Using story language Using ! ?	Detail for interest e.g. similes and adjectives CL for proper nouns Using and	Re-reading work for sense Using story language Using ! ?	Singular and plural CL for proper nouns Using and	Re-reading work for sense Using story language and story structure Using ! ?

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Year 2	Term	Autumn 1 Spatial Sense	Autumn 2 Charles II: Plague and Fire!	Spring 1 The British Isles	Spring 2 The Victorians	Summer 1 Mediterranean Europe	Summer 2 Local History Study
	Suggested Texts	Lost and Found Emily Brown and the thing Flat Stanley Meerkat Mail	The works Jinnie Ghost The shopping Basket Vlad and the great fire of london	The enormous crocodile The Magic finger Revolting Rhymes The champion storyteller George's Marvellous Medicine	The Night Shimmy The Owl who was afraid of the dark Winter's Child	Amazing Grace Animal Recipes My First Baking Book The Story of Barbar Baba Yaga and the stolen baby	Tuesday Dr Xargle's book of earthlets The paper bag princess
	Genres	Quest and adventure stories Postcards and Letters	Narrative Stories Recounts Traditional poetry	Stories by the same author Information Texts Humorous Poems	Imaginary Texts Diaries	Traditional tales from a variety of cultures Instructions	Fantasy
	Suggested additional writing opportunities	Recount Re-telling a story Narrative writing – including setting and character descriptions	Instructions Recount of science experiment Explanation	Recount Re-telling a story Description of setting Diary entry Recount	Narrative writing – including setting and character descriptions Senses poetry Narrative story explanation	Extended story, e.g. writing another chapter Persuasive letter Report explanation	Narrative writing – including setting and character descriptions Recount inc. non-fiction
	Suggested skills coverage	<i>Decoding/fluency through RWINC</i>					
	Reading Writing	<p><i>Discussing books</i> Recognise a range of P, adjectives, adverbs, similes Recall main points with reference to the text Understand story components including sequencing Predictions</p> <p>Segmenting/spelling/handwriting work</p> <p>Complete whole sections of text Read work aloud, increasing expression Orally plan work Use simple conjunctions Use story language and story structure Use statements, commands, questions, exclamations, CL for proper nouns Understand grammatical functions of nouns and verbs Contractions</p>	<p><i>Recurring literary language</i> Suffixes Recall main points with reference to the text, including explaining what has happened so far Reading closely for specific info Differences between fiction and non-fiction Identify fave words/phrases</p> <p>Record key ideas Detail in writing – noun phrases, similes, Use increasing conjunctions, including subordination and coordination Begin to proofread self-mark and make suggestions commas in a list Understand grammatical functions of adjectives and adverbs Suffixes</p>	<p><i>Identify how vocab choices affect meaning</i> Highlight key words Scanning Sequencing skills Inference Summarising</p> <p>Write with increasing stamina Read work aloud with expression Detail in writing – expanded noun phrases, adverbs, Sustain correct tense Organisational devices Possessive apostrophe Understand grammatical functions conjunctions and subordinate clauses Homophones</p>	<p><i>Asking own questions of texts</i> Understanding author's purpose for writing and what the writer is thinking Highlight key words Scanning Inference</p> <p>Pronouns to avoid repetition</p> <p>Sustain correct tense Proofreading Use increasing conjunctions, including subordination and coordination Progressive form Homophones Suffixes and root words</p>	<p><i>Identify how vocab choices affect meaning</i> Highlight key words Scanning Sequencing skills Inference Summarising</p> <p>Homophones Use increasing conjunctions, including subordination and coordination Show imagination through further detail e.g. plot twist Show awareness of reader with vocab choices Peer-mark and make suggestions Homophones Show imagination through further detail e.g. plot twist Show awareness of reader with vocab choices Peer-mark and make suggestions Homophones</p>	

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Term	Autumn 1 Spatial Sense	Autumn 2 Stone Age to the Iron Age	Spring 1 Africa	Spring 2 Ancient Egypt	Summer 1 Northern Europe	Summer 2 The Romans
Texts	100 mile an hour dog Stig of the dump Diary of the killer Cat	The Works The Cat in the Hat Who's in the loo? The orchard book of greek myths The orchard book of roman myths King Arthur and the Knights of the round table	Firework Maker's Daughter Please Mrs Butler	Charlotte's Web Stuart Little	Beast Quest The Abominables A child's garden of verses	The Twits Plays for children The BFG The Minpins
Genres	Adventure stories Recounts and diaries	Animal Poems Myths and Legends	Stories from other cultures Humorous Poems Non –chronological report	Stories by the same author Letters	Quest stories Newspapers Traditional Poems	Plays and dialogues Instructions and explanations
Suggested additional writing opportunities	Recount Stories in familiar settings Character description Setting description Explanation	Report Instructions Narrative including dialogue Recount = non-fiction e.g. science investigation Story Narrative poetry	Diary Narrative writing focussing on paragraphs Adventure and mystery writing Formal letter	Narrative with dialogue Reports newspaper Instructions Persuasive writing	Plays Report Recount non fiction Free verse Suspense writing	Narrative focus on dialogue Interview Recount non fiction Persuasion
Suggested skills coverage Reading Writing	<i>Decoding/fluency</i> <i>Understand main points in a text with reference</i> <i>Differences between fiction and non-fiction</i> <i>Skimming and scanning</i> <i>Purpose of specific paragraphs</i> <i>Recognise adjectives, adverbs, similes, adverbial phrases</i>	<i>Dictionary work</i> <i>Predictions and inference (with evidence)</i> <i>Summarising</i> <i>Evaluating texts</i> <i>Cultural and historical features</i>	<i>Identify language used to create mood</i> <i>Identify language choices for meaning</i> <i>Purpose for writing</i> <i>Understanding author/reader response and intent</i> <i>Ask own questions</i>	<i>Predictions and inference (with evidence and discussion)</i> <i>Summarising</i> <i>Comment on viewpoints within the text</i> <i>Cultural and historical features</i> <i>Dictionary work</i>	<i>Understanding range of story structures</i> <i>Comment on authors choice of vocab</i> <i>Understand how simple and complex sentences influence meaning</i> <i>Purpose for writing</i> <i>Evaluating texts</i>	<i>Understanding range of story structures</i> <i>Comment on authors choice of vocab</i> <i>Understand how simple and complex sentences influence meaning</i> <i>Purpose for writing</i> <i>Evaluating texts</i>
	Segmenting/spelling/handwriting work Use appropriate planning tools Using direct speech Appropriate story language Organisational devices Sentence openers including adverbial phrases/fronted adverbials Use of adjectives and adverbs Apostrophes Homophones Root words and word families	Completing whole text, as well as just sections Add detail for interest or surprise(including !) and description Appropriate story language Use of paragraphs Variety in sentence structure including conjunctions Use of precisely chosen adjectives and adverbs Commas in a list Similes	Explain purpose and context of own writing Use appropriate planning tools and check writing follows plan Add detail for humour Introductions and conclusions Tenses Sentence openers including adverbial phrases/fronted adverbials (including a comma) Homophones	Create viewpoint through 1st and 3rd person Using direct speech Introductions and conclusions Paragraphs around a theme Pronouns to avoid repetition Prepositions Apostrophes Root words and word families Homophones	Discuss own writing including effect on audience/reader, how organised Add detail for suspense and clear resolution to a story Topic sentences for paragraphs Variety in sentence structure including conjunctions	Discuss own writing including effect on audience/reader, how organised Homophones Sentence openers including adverbial phrases/fronted adverbials Introductions and conclusions
	Editing					

Year 3

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An Aqa – Markham – Be Good...

Term	Autumn 1 Settlements	Autumn 2 Anglo Saxons, Scots and Vikings	Spring 1 Spatial Sense	Spring 2 Tudors	Summer 1 UK Geography or Northern Ireland	Summer 2 Stuarts
Texts	Bills New Frock Voices in the park Zoo Window	Journey to the river sea The Pot of Wisdom – Anase Stories The usborne complete book of art ideas Viking Information Text – BBC Bitesize http://www.bbc.co.uk/guides/zcpf34j	Kensuke’s Kingdom Who was Rosa Parks https://www.natgeokids.com/uk/discover/animals/sea-life/killer-whale-facts/ Reading Text- Non-Fiction	The Demon Dentist Mr Stink Leonardo Da Vinci for kids, his life and ideas Edward Lear’s Book of Nonsense	Aesop’s Fables The Wolves in walls Wolves Top gun of the sky	Midsummer Night’s Dream play version Beware of the storybook wolves Fashion: the history of clothes Poems to perform: a classic collection
Genres	Stories in familiar settings Persuasive writing Image poems	Stories from other cultures Instructions and explanations	Fantasy stories Chronological reports and recounts	Stories by the same author Biography Nonsense poems	Fables Non-chronological reports	Fairy stories and play scripts Information Texts Poems to perform
Suggested additional writing opportunities	Recount own experience Retell a story Newspaper article Alliterative poetry Diary	Non chron report Instructions Explanation Recount non-fiction Narrative stories from other cultures	Scene setting – imaginary worlds Character description Information report Instructions historical narrative	Dialogue persuasive letter Explanation Play scripts Diaries	Persuasive leaflets Story build up from given opening Encyclopaedia extract	Alternative ending to a short story Complaint letter Play scripts Reports –postcards Adventure story
Skills covered	<i>Decoding/fluency</i> <i>Discussing books and giving opinions</i> <i>Similarities and differences between books and</i> <i>Their structure</i> <i>Understand main points with reference to the text</i> <i>Predictions</i> <i>Identify descriptive devices</i>	<i>Dictionary work</i> <i>Understand punctuation</i> <i>Prefixes and suffixes</i> <i>Identify explicit details</i> <i>Skimming and scanning</i> <i>Inference skills</i> <i>Summarising</i>	<i>Similarities and differences between books and</i> <i>Their structure</i> <i>Explain how paragraphs have been used and format and presentation impact on reader</i> <i>Predictions with reasons</i> <i>Identify descriptive devices</i> <i>Identify language for atmosphere</i>	<i>Dictionary work</i> <i>Prefixes and suffixes</i> <i>Differences between text types</i> <i>Inference including empathy</i> <i>Understanding main purpose of a text</i>	<i>Comparing books and evaluating texts</i> <i>Choose questions to improve understanding of the text</i> <i>Discuss ideas from throughout a text</i>	<i>Discussing books and giving opinions</i> <i>Inference including empathy</i> <i>Understanding main purpose of a text</i> <i>Discuss ideas from throughout a text</i>
Reading	Segmenting/spelling/handwriting work Generate multiple ideas from a stimulus Understanding different audiences and purpose Using varied and rich vocab, including adverbs and adverbial phrases (including commas) Use paragraphs and check writing follows plan Including details to persuade Sentence types and conjunctions	Including details to direct Tenses Clear intro, logical structure, conclusion/organisation devices Adverbials in diff positions in a sentence Inverted commas apostrophes Prefixes and suffixes	Including details to add interest Show imagination through speech and description Clear story structure Use paragraphs to change action, setting and time Detailed characterisation Sentence types and conjunctions Begin to use clauses (relative and subordinating) Prepositions for time, place and cause	Understanding different audiences and purpose, awareness of reader Consider needs of the reader when planning Clear intro, logical structure, conclusion/organisation devices Use nouns or pronouns for clarity , including understanding possessive pronouns apostrophes	Show imagination through speech and description Show a viewpoint in writing and awareness of reader Paragraphs with relevant opening Prepositions for time, place and cause Understanding articles and determiners Prefixes and suffixes	Clear story structure Use paragraphs to change action, setting and time Understanding articles and determiners
Year 4						

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Year 5	Term	Autumn 1 Spatial Sense	Autumn 2 Ancient Greece	Spring 1 Mountains Rivers	Spring 2 Baghdad AD900 (or Mayans? Benin?)	Summer 1 Eastern Europe Western Europe	Summer 2 The French Revolution
	Texts	Cloud Tea Monkeys The Butterfly Lion Lonely Planet – Not For The Parents: The Real Wonders of the World	Who let the gods out? Phoenix and the carpet Lewis Carroll the walrus and the carpenter	The Lion, the Witch and the Wardrobe Alice in Wonderland	The Highwayman Y6 Non Fiction: Evolution – BBC Bitesize http://www.bbc.co.uk/schools/gcsebitesize/science/aqa_pre_2011/evolution/evolutionrev1.shtml Tsunami report https://www.natgeokids.com/uk/discover/geography/physical-geography/tsunamis/#	The Spiderwick Chronicles Tales from Outer Suburbia Letters of note: correspondence deserving of a wider audience	Street Child The Machine Gunners Once Alternative anthem: slected poems A smuggler's song (Poem)
	Genres	Faraway Fiction Travel Writing	Myths and Legends Persuasive writing Classic poems	Classic Fiction Instructions and explanations	Classic Poems Reports and journalistic writing	Fantasy Stories Letters and correspondence	Historical Stories Argument and Debate Debate Poem
	Suggested additional writing opportunities	Recount own experience Character description Instructions Setting description Non chron	Whole story Figurative language Persuasive letter Recount non fiction Playscripts	Explanation Newsround report- journalistic writing Discussion Dialogue Writing an ending to a story	Re-telling a traditional tale Tourist information leaflet Diary Informal letter Formal letter	Persuasion Letter writing agony aunt style Write an alternative ending	Comparison between a book and a film Balance argument Discussion Poetry review
	Suggested skills coverage Reading Writing	<i>Decoding/fluency</i> Retrieving key details and quotes from the text Predictions based on evidence Empathising with characters Understanding historical and cultural setting	<i>Prefixes and suffixes</i> Skimming and scanning Summarising Using evidence to support ideas Recognising descriptive devices inc. figurative language Comment on language choices/structures Identifying themes Understanding historical and cultural setting	<i>Identifying text types and explaining</i> inclusion of sections of diff types of texts Understanding impact of organisational and presentational features Prove/disprove statements about a character, comparing characters Understanding how vocab choices affect meaning	<i>Prefixes and suffixes</i> Explaining how punctuation and sentence construction enhance meaning Recognising themes and styles Recognising descriptive devices inc. figurative language Comment on language choices/structures Making links between own reading experiences and that of others I can confidently present and use info from the text to inform this	<i>Compare and evaluate texts against their intended purpose</i> Understanding impact of organisational and presentational features Predictions based on evidence Identifying text types and explaining inclusion of sections of diff types of texts Creating detailed responses	<i>Discuss texts in detail with opinion</i> Explaining isolated events in the context of whole narrative Creating detailed responses
		Segmenting/spelling/handwriting work Refine ideas based on good quality texts Identify audience and purpose Show viewpoint in writing Use own planning strategies Detail to engage reader Range of description, dialogue and action, including adverbial phrases and expanded noun phrases Editing	Use own planning strategies Develop characters using a range of descriptive techniques Organise into paragraphs Use a wide range of coordinating and subordinating conjunctions Use parenthesis Inverted commas Apostrophes	Refine ideas based on good quality texts Identify audience and purpose Show viewpoint in writing Maintain tense and perspective Can use a range of sentence types, experiment with clause structures Cohesion through pronouns and determiners Use colons and semi colons, commas	Confidently write whole text and can share my work Critically evaluate own and others work Can use a range of sentence types with dexterity, explaining impact, experiment with clause structures (including relative and subordinating) Identify and name relative pronouns and relative clauses Use dashes and hyphens	Choose form for writing to communicate effectively, include appropriate features, impact on audience, pitching texts Refine ideas based on good quality texts Identify audience and purpose Show viewpoint in writing Apostrophes Understand grammatical function of articles and determiners	Critically evaluate own and others work Can use a range of sentence types with dexterity, explaining impact, experiment with clause structures

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 An Anglican School
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Year 6	Term	Autumn 1 Spatial Sense: World Geography	Autumn 2 Victorian Britain	Spring 1 World War I	Spring 2 American Geography	Summer 1 Australia	Summer 2 The Civil Rights Movement
	Main text	The clockwork sparrow		Goodnight Mr Tom		The Hobbit	Holes
	Additional Texts	The Railway Children The Spider and The Fly and The Raven The land of stories	Clockwork Sue Palmer's Books of instructions and explanations	Boy The boy in the striped pyjamas	Tales from outer suburbia Jabberwocky	Cogheart Range of Emily Dickinson poems	Abomination Skellig
	Genres	Classic Novels Recounts Poetry – villainous characters	Significant authors Instructions and Explanations	Historical stories Autobiography	Science Fiction Non-chron Nonsense poems	Mystery Blogs and reports Poet study Emily Dickinson	Suspense Persuasive writing
	Suggested additional writing opportunities	Character description Setting Whole story Recounts Non chron Instructions Letters formal/informal Diaries Autobiographical writing	Persuasion – formal/informal Discussion Dialogue Playscripts Suspense Journalistic writing	Character description Setting Whole story Recounts Non chron Instructions Letters formal/informal Diaries Autobiographical writing	Persuasion – formal/informal Discussion Dialogue Playscripts Suspense Journalistic writing	Character description Setting Whole story Recounts Non chron Instructions Letters formal/informal Diaries Autobiographical writing	Persuasion – formal/informal Discussion Dialogue Playscripts Suspense Journalistic writing
	Suggested skills coverage	<i>Decoding/fluency</i> <i>Skimming and scanning</i> <i>Understanding vocab in a range of contexts</i> Reading <i>Find and copy questions</i> <i>Finding words with similar meanings</i> <i>Retrieve key details and quotes</i> <i>Answer who, what, why, where, when, which how qs with quotes</i> <i>Identify main message/themes/conventions in a poem/story</i> <i>Figurative language</i> <i>Explain the structure, language and purpose of a range of texts</i>	<i>Provided detailed explanations about texts</i> <i>Summarising skills including ordering</i> <i>Explain sequence of events</i> <i>Reading between the lines</i> <i>Predictions with evidence</i> <i>Identify and comment on grammatical features of a text</i> <i>Author's use of lang and effect on reader</i> <i>Retrieve key details and quotes</i> <i>Answer who, what, why, where, when, which how qs with quotes</i> <i>Identify main</i>	<i>Compare, contrast and evaluate different texts</i> <i>Persevere with challenging texts</i> <i>Explain the structure, language and purpose of a range of texts</i> <i>Fact and opinion/true or false</i> <i>Developed inferences, empathising with characters</i>	<i>Growing repertoire of vocab and can find out what unknown words mean</i> <i>Developed inferences, using clues to interpret meaning</i> <i>Prove/disprove, explain and justify inferences</i> <i>Predictions with evidence</i> <i>Figurative language and effect on reader</i>	<i>Developed inferences, using clues to interpret meaning</i> <i>Prove/disprove, explain and justify inferences</i> <i>Identify main message/themes/conventions in a poem/story</i> <i>Comparisons between texts and parts of texts</i>	<i>Compare, contrast and evaluate different texts</i> <i>Persevere with challenging texts</i> <i>Explain the structure, language and purpose of a range of texts</i> <i>Developed inferences, empathising with characters</i> <i>Identify and comment on grammatical features of a text</i> <i>Author's use of lang and effect on reader</i>
	Writing	Segmenting/spelling/handwriting work Select and use features Use story structures Paragraphs description using expanded noun phrases, adverbs, fronted adverbials, Similes and metaphors Conjunctions Commas to clarify meaning semicolons apostrophes Understand and recognise object and subject Synonyms and antonyms Editing	Refine ideas based on model texts Stamina for writing Writing in appropriate role Select and use features Tense inc. verb tense agreement and subject verb agreement Linking paragraphs/cohesive devices Use non-narrative features Imperative sentences As sentences/ing sentences/ed sentences Modal verbs Use of colons, hyphens and dashes	Clever detail to engage reader Formal/informal language Use story structures Variety of paragraph lengths Balance of dialogue, action and description, Linking paragraphs/cohesive devices Integrate dialogue, inverted commas Preposition sentences Active and passive Ellipsis Commas, dashes, brackets for parenthesis, Root words and origins of words	Choose appropriate form for writing, identify audience and compose text based on this Evaluate work against a brief, audience feedback to improve text Clever detail to engage reader Similes and metaphors Active and passive Stylistic choices about bullet points Synonyms and antonyms	Use story structures Modal verbs As sentences/ing sentences/ed sentences Tense inc. verb tense agreement and subject verb agreement	Clever detail to engage reader Formal/informal language Choose appropriate form for writing, identify audience and compose text based on this Evaluate work against a brief, audience feedback to improve text

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