

# Menston Primary School English Long-Term Overview KS2



## Autumn half term 1

|                    | Year 3                         | Year 4   | Year 5                                | Year 6                                   |
|--------------------|--------------------------------|--|---------------------------------------|--|
| <b>Class story</b> | Stig of the Dump by Clive King | Colour Monster by Anna Llenas<br><br>The Firework Maker's Daughter by Philip Pullman | Goodnight Mr Tom by Michelle Magorian | The Mouse and his Child by Russell Hoban |

## Autumn half term 1: Unit 1

|                                  |  |   |  |   |
|----------------------------------|--|---|--|---|
| <b>Key text driver</b>           | Ruby's Worry by Tom Percival   | Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart   | The Lion and The Unicorn by Shirley Hughes   | Street Child by Berlie Doherty  |
| <b>Extended writing outcomes</b> | Writing to inform: letter of advice  | Writing to persuade: travel guide to Mount Everest  | Writing to entertain: historical fiction   | Writing to entertain: historical fiction  |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>planned into sections</li> <li>headings</li> <li>conjunctions to join information and give reasons</li> </ul>   | <ul style="list-style-type: none"> <li>organised into sections with appropriate headings and text type features</li> <li>range of conjunctions and appropriate word choices</li> <li>beginning to explore levels of formality and able to demonstrate this through word and sentence choice</li> <li>appropriate use of pronouns and nouns</li> </ul> | <ul style="list-style-type: none"> <li>cohesion through a variety of devices</li> <li>links within and between paragraphs with adverbials</li> <li>past perfect tense to link events</li> <li>action, dialogue and description used to move events forward</li> <li>relative clauses with commas and dashes used for additional detail including omitted relative pronouns</li> <li>modal verbs to suggest degrees of possibility</li> <li>adverbs of possibility</li> </ul> | <ul style="list-style-type: none"> <li>cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>sustained register with well-rounded ending</li> <li>atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>shifts in formality</li> <li>past perfect tense to link events, including past perfect progressive</li> <li>action, dialogue and description used to move events forward</li> <li>subjunctive form to hypothesise</li> <li>colons, semi-colons and dashes used to separate and link ideas</li> </ul> |
| <b>Commentary</b>                | This unit builds on pupils' key sentence writing skills from KS1. It links to PSHE and wellbeing work relating to settling in. It features a BAME main character. This unit builds towards writing a persuasive letter in Spring term. | This unit builds on children's writing of a travel guide during their final unit in Year 3. It links to children's geography learning about mountains. It prepares children for writing a persuasive leaflet in Year 5.   | It links to children's learning about World War II in History.   | It links to children's learning about the Victorians in History.  |

## Autumn half term 1: Unit 2

|                                  |  |  |  |   |
|----------------------------------|--|--|--|---|
| <b>Key text driver</b>           | Stone Age Boy by Satoshi Kitamura  | The Firework Maker's Daughter by Philip Pullman  | Goodnight Mr Tom by Michelle Magorian  | Street Child by Berlie Doherty  |
| <b>Extended writing outcomes</b> | Writing to entertain: Narrative  | Writing to entertain: adventure story chapter  | Writing to inform: Recount (letter from an evacuee)  | Writing to entertain: setting descriptions  |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>• conjunctions, adverbs and prepositions to sequence events or to mark changes in setting</li> <li>• dialogue including direct speech</li> <li>• past perfect tense</li> <li>• prepositional phrases for settings</li> <li>• noun phrases</li> <li>• verbs and adverbs chosen for effect</li> <li>• cohesion created, and repetition avoided through the use of nouns and pronouns</li> </ul> | <ul style="list-style-type: none"> <li>• sequence organised into paragraphs using fronted adverbials to indicate changes in time or place</li> <li>• different orders of sequences</li> <li>• fronted adverbials as single words, phrases and clauses to create cohesion</li> <li>• expanded noun phrases</li> <li>• dialogue including direct speech to show character</li> <li>• develop characters through dialogue and action</li> <li>• standard forms of verb inflections used instead of local spoken forms</li> <li>• apostrophes for plural possession</li> <li>• past progressive and present perfect</li> </ul> | <ul style="list-style-type: none"> <li>• focusing on journalistic vocab and sentence structures</li> <li>• cohesion through choice of techniques within and across paragraphs</li> <li>• structural features included in newspaper reports</li> <li>• shifts in formality as writing extension</li> <li>• use of the past perfect</li> <li>• modal verbs can be used to indicate degrees of possibility</li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>• sustained register with well-rounded ending</li> <li>• atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>• shifts in formality</li> <li>• past perfect tense to link events, including past perfect progressive</li> <li>• action, dialogue and description used to move events forward</li> <li>• subjunctive form to hypothesise</li> <li>• colons, semi-colons and dashes used to separate and link ideas</li> </ul> |
| <b>Commentary</b>                | This unit builds on children's learning about the stone age in History. It was written by a BAME author. This prepares children for writing a fairy story later this term.   | This unit builds on pupils' story writing in Year 3. It links to children's learning about mountains in Geography. It prepares children for writing another adventure story later in Autumn term.  | It links to children's learning about World War II in History.   | It links to children's learning about the Victorians in History.  |

# Menston Primary School English Long-Term Overview KS2



## Autumn half term 2

|                    | Year 3                                    | Year 4                           | Year 5                                   | Year 6                                |
|--------------------|---|----------------------------------|--|---------------------------------------|
| <b>Class story</b> | The Boy Who Grew Dragons by Andy Shepherd | Cloudbusting by Malorie Blackman | Journey to the River Sea by Eva Ibbotson | You Are A Champion by Marcus Rashford |

## Autumn half term 2: Unit 1

|                                  |   |  |   |   |
|----------------------------------|---|--|---|---|
| <b>Key text driver</b>           | Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman by Kathleen Krull   | For The Birds (digital literacy)   | Digging for Words by Angela Burke Kunkel  | Dragonology and Jabberwocky   |
| <b>Extended writing outcomes</b> | Writing to inform: Recount about Wilma Rudolph  | Writing to inform: Explanation (letter to the little birds)  | Writing to inform: Biography of José Alberto Gutiérrez  | Writing to inform: Non-chronological report   |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>planned in sections using conjunctions, adverbs and prepositions to sequence events</li> <li>word choices and developed sentence structures to match recount texts</li> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Inverted commas can be used to punctuate direct speech, if appropriate</li> </ul> | <ul style="list-style-type: none"> <li>fronted adverbials</li> <li>paragraphs to organise ideas</li> <li>cohesion through the use of nouns and pronouns</li> </ul>   | <ul style="list-style-type: none"> <li>cohesion through a variety of devices within and across paragraphs</li> <li>relative clauses with commas and brackets to add information</li> <li>structured paragraphs linked with adverbials</li> <li>indicate degrees of possibility using modal verbs and adverbs</li> </ul> | <ul style="list-style-type: none"> <li>organised into sections with appropriate headings and text type features</li> <li>range of conjunctions and appropriate word choices</li> <li>beginning to explore levels of formality and able to demonstrate this through word and sentence choice</li> <li>appropriate use of pronouns and nouns</li> </ul> |
| <b>Commentary</b>                | Thus unit builds on children's writing to inform in Autumn term 1. It links to children's learning about the human body in Science. It is based on a female, BAME athlete with physical disabilities. It prepares children for writing a biography in Spring term.  | This unit builds on pupils' persuasive letter writing in Year 3. It links to children's learning about bullying in PSHE, linked to Anti-Bullying Week. It prepares children for writing to inform later in the year, starting with an explanation text in Spring term. | It links to children's learning about South America in Geography. It also teaches the children about poverty, gratitude and someone who made our world a better place.  |   |

## Autumn half term 2: Unit 2

|                                  |  |  |  |   |
|----------------------------------|--|--|--|---|
| <b>Key text driver</b>           | Rombald the Giant of Ilkley Moor by Anita Simic and The Cottingley Fairies by Ana Sender   | Beowulf: Monster Slayer by Paul Storrie and excerpts from Beowulf by Michael Morpurgo  | Journey to the River Sea by Eva Ibbotson   | The Piano (digital literacy)  |
| <b>Extended writing outcomes</b> | Writing to entertain: Fairy story  | Writing to entertain: adventure  | Writing to entertain: setting description  | Writing to entertain: flashback stories   |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>• conjunctions, adverbs and prepositions to sequence events or to mark changes in setting</li> <li>• dialogue including direct speech</li> <li>• past perfect tense</li> <li>• prepositional phrases for settings</li> <li>• noun phrases</li> <li>• verbs and adverbs chosen for effect</li> <li>• cohesion created, and repetition avoided through the use of nouns and pronouns</li> </ul> | <ul style="list-style-type: none"> <li>• sequence organised into paragraphs using fronted adverbials to indicate changes in time or place</li> <li>• different orders of sequences</li> <li>• fronted adverbials as single words, phrases and clauses to create cohesion</li> <li>• expanded noun phrases</li> <li>• dialogue including direct speech to show character</li> <li>• develop characters through dialogue and action</li> <li>• standard forms of verb inflections used instead of local spoken forms</li> <li>• apostrophes for plural possession</li> <li>• past progressive and present perfect</li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a variety of devices</li> <li>• links within and between paragraphs with adverbials</li> <li>• past perfect tense to link events</li> <li>• action, dialogue and description used to move events forward</li> <li>• relative clauses with commas and dashes used for additional detail including omitted relative pronouns</li> <li>• modal verbs to suggest degrees of possibility</li> <li>• adverbs of possibility</li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>• sustained register with well-rounded ending</li> <li>• atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>• shifts in formality</li> <li>• past perfect tense to link events, including past perfect progressive</li> <li>• action, dialogue and description used to move events forward</li> <li>• subjunctive form to hypothesise</li> <li>• colons, semi-colons and dashes used to separate and link ideas</li> </ul> |
| <b>Commentary</b>                | This unit builds on pupils' narrative skills from Autumn half term 1. It links to children's learning about Yorkshire in Geography, as well as celebrating local culture. It prepares children for writing a story in Summer term.   | This unit builds on pupils' adventure story writing on Autumn term 1. It links to children's learning about the Anglo-Saxons in History. It prepares children for writing a myth in Spring term.   | It links to children's learning about South America in Geography.  |   |

# Menston Primary School English Long-Term Overview KS2



## Spring half term 1

|                    | Year 3                                  | Year 4  | Year 5                               | Year 6                            |
|--------------------|---|---|--------------------------------------|-----------------------------------|
| <b>Class story</b> | Defenders: Pitch Invasion by Tom Palmer | The Miraculous Journey of Edward Tulane by Kate DiCamillo | Windrush Diary by Benjamin Zephaniah | Who Let The Gods Out by Maz Evans |

### Spring half term 1: Unit 1

|                                  |   |  |  |   |
|----------------------------------|---|--|--|---|
| <b>Key text driver</b>           | Stone Girl Bone Girl by Laurence Anholt & Sheila Moxley (Biography of Mary Anning)  | The River (poetry) by Valerie Bloom  | Coming to England by Floella Benjamin  | Greek myths   |
| <b>Extended writing outcomes</b> | Writing to inform: Report (biography about Mary Anning)   | Poetry: <ul style="list-style-type: none"> <li>Rhyming free verse</li> <li>Kenning</li> </ul>  | Writing to persuade: Leaflet for coming to England   | Writing a myth (shorter piece: precis)  |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>planned into sections</li> <li>headings</li> <li>sub-headings</li> <li>conjunctions to join information and give reasons</li> <li>word choices to match information texts</li> </ul>   | <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of structures</li> <li>organising verses around a theme</li> <li>understand and learn from the structure, vocabulary and grammar of poems, focussing on: <ul style="list-style-type: none"> <li>repetition</li> <li>rhyme</li> <li>simile</li> <li>rhythm</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>evaluating the contrast between formal and informal persuasive texts</li> <li>cohesion through choice of techniques</li> <li>expanded noun phrases</li> <li>persuasive writing features</li> <li>modal verbs and adverbs to position the argument</li> <li>structured paragraphs linked with adverbials</li> <li>commas to avoid ambiguity</li> </ul> | <ul style="list-style-type: none"> <li>cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>sustained register with well-rounded ending</li> <li>atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>shifts in formality</li> <li>past perfect tense to link events, including past perfect progressive</li> <li>action, dialogue and description used to move events forward</li> <li>subjunctive form to hypothesise</li> <li>colons, semi-colons and dashes used to separate and link ideas</li> </ul> |
| <b>Commentary</b>                | This unit builds on children's writing to inform about Wilma Rudolph in Autumn term. It links to children's learning about fossils in Science and celebrates a female, British palaeontologist. It prepares children for writing a newspaper report in Summer term. | This unit builds on pupils' nature poetry in Year 3. It links to children's learning about rivers in Geography. It prepares children for writing Caribbean poetry in Year 5.   | It links to children's learning about Windrush in History.   | It links to children's learning about Ancient Greece in History.  |

## Spring half term 1: Unit 2

|                                  |   |  |   |   |
|----------------------------------|---|--|---|---|
| <b>Key text driver</b>           | The Pebble in my Pocket: A History of Our Earth by Meredith Hooper & Chris Coady  | A Journey Through the Digestive System by Emily Sohn   | Under the Moon and Over the Sea by John Agard & Grace Nichols   | Ancient Greece by DK  |
| <b>Extended writing outcomes</b> | Writing to inform: Explanation of how different types of rocks are formed   | Writing to inform: Explanation of the digestive system   | Poetry: Caribbean poetry <ul style="list-style-type: none"> <li>• Free verse</li> <li>• Narrative poems</li> </ul>  | Discussion: Balanced argument – Parthenon Marbles   |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• consistent use of present tense</li> <li>• express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>• heading and subheadings used to aid presentation</li> </ul> | <ul style="list-style-type: none"> <li>• fronted adverbials</li> <li>• paragraphs to organise ideas</li> <li>• cohesion through the use of nouns and pronouns</li> </ul>   | <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• selecting the appropriate form and using other similar writing as models for their own: <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• structure of author focus</li> <li>• mood and tone</li> <li>• an awareness of vocabulary choice and poetry from difficult cultures and periods of time</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a wider variety of devices</li> <li>• adverbials for cohesion</li> <li>• modal verbs and adverbs to position the arguments</li> <li>• advanced language chosen to represent both arguments</li> <li>• appropriate levels of formality applied</li> <li>• well-structured arguments</li> <li>• language involved with evaluation and viewpoints included</li> <li>• use of semi-colons and colons to control sentence structure</li> <li>• passive voice</li> <li>• subjunctive form to hypothesise</li> </ul> |
| <b>Commentary</b>                | This unit builds on children's writing to inform in the previous unit. It links to children's learning about rocks and soils in Science. It prepares children for writing a scientific explanation text in Year 4.  | This unit builds on children's writing to inform in Autumn term, as well as their writing of an explanation text in Year 3. It links to children's learning about the digestive system in Science. It prepares children for writing an explanation text in Year 5. | It links to children's learning about Windrush in History.  | It links to children's learning about Ancient Greece in History.  |

# Menston Primary School English Long-Term Overview KS2



## Spring half term 2

|                    | Year 3   | Year 4  | Year 5                               | Year 6  |
|--------------------|--|---|--------------------------------------|---|
| <b>Class story</b> | Planet Omar: Accidental Trouble Magnet by Zanib Mian | Norse Myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland | Into The Volcano by Jess Butterworth | Trailblazers: Harriet Tubman by Sandra A. Agard |

## Spring half term 2: Unit 1

|                                  |  |  |  |   |
|----------------------------------|--|--|--|---|
| <b>Key text driver</b>           | There's a Rang-Tan in My Bedroom by James Sellick & Frann Preston-Gannon   | Norse Myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland and Norse Mythology for Kids: Tales of Gods, Creatures, and Quests by Mathias Nordvig  | Room 13 by Robert Swindells  | There's a Boy in the Girl's Bathroom by Louis Sachar OR Stormbreaker by Anthony Horowitz  |
| <b>Extended writing outcomes</b> | Writing to persuade: Letter to a company using palm oil  | Writing to entertain: Myth   | Writing to entertain: Spooky story   | Writing to entertain: Spy story?  |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>• introduction to paragraphs as a way to group related material</li> <li>• express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>• use of present perfect form of verbs</li> </ul> | <ul style="list-style-type: none"> <li>• sequence organised into paragraphs using fronted adverbials to indicate changes in time or place</li> <li>• different orders of sequences</li> <li>• fronted adverbials as single words, phrases and clauses to create cohesion</li> <li>• expanded noun phrases</li> <li>• dialogue including direct speech to show character</li> <li>• develop characters through dialogue and action</li> <li>• standard forms of verb inflections used instead of local spoken forms</li> <li>• apostrophes for plural possession</li> <li>• past progressive and present perfect</li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a variety of devices</li> <li>• links within and between paragraphs with adverbials</li> <li>• past perfect tense to link events</li> <li>• action, dialogue and description used to move events forward</li> <li>• relative clauses with commas and dashes used for additional detail including omitted relative pronouns</li> <li>• modal verbs to suggest degrees of possibility</li> <li>• adverbs of possibility</li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>• sustained register with well-rounded ending</li> <li>• atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>• shifts in formality</li> <li>• past perfect tense to link events, including past perfect progressive</li> <li>• action, dialogue and description used to move events forward</li> <li>• subjunctive form to hypothesise</li> <li>• colons, semi-colons and dashes used to separate and link ideas</li> </ul> |
| <b>Commentary</b>                | This unit builds on children's letter writing in Autumn term. It links to children's learning about rainforests in Geography. It is set in a different culture and features a BAME character. It prepares children for persuasive writing in Summer term.                  | This unit builds on children's adventure story writing in Autumn term. It links to children's learning about the Vikings in History. It prepares children for descriptive writing in Summer term, as well as writing a Greek myth in Year 6.   |  |   |

## Spring half term 2: Unit 2

|                                  |  |   |   |   |
|----------------------------------|--|---|---|---|
| <b>Key text driver</b>           | A Year of Nature Poems by Joseph Coelho and I Am The Seed That Grew The Tree by  | Everything Vikings by National Geographic Klds  | Earth Shattering Events by Sophie Williams  | Stormbreaker by Anthony Horowitz  |
| <b>Extended writing outcomes</b> | Poetry: Nature poems <ul style="list-style-type: none"> <li>• Clerihew</li> <li>• Limerick</li> <li>• Free verse</li> </ul>  | Writing to inform: Newspaper report about the Battle of Edington  | Writing to inform: Explanation (how a volcano erupts)   | Writing to persuade: Formal letter  |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of structures</li> <li>• organising verses around a theme</li> <li>• understand and learn from the structure, vocabulary and grammar of poems, focussing on: <ul style="list-style-type: none"> <li>• repetition</li> <li>• rhyme</li> <li>• simile</li> <li>• rhythm</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• organised into sections with appropriate headings and text type features</li> <li>• range of conjunctions and appropriate word choices</li> <li>• beginning to explore levels of formality and able to demonstrate this through word and sentence choice</li> <li>• appropriate use of pronouns and nouns</li> </ul> | <ul style="list-style-type: none"> <li>• indicate degrees of possibility using adverbs and modal verbs</li> <li>• layout devices to provide additional information and guide the reader</li> <li>• cohesion within paragraphs using adverbials</li> <li>• relative clauses used to add further information</li> <li>• parenthesis to add to the clarification of technical words</li> </ul> | <ul style="list-style-type: none"> <li>• adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text</li> <li>• passive voice</li> <li>• subjunctive form to hypothesise</li> <li>• cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs</li> <li>• persuasive writing features</li> <li>• hyphens to avoid ambiguity</li> </ul> |
| <b>Commentary</b>                | This unit builds on pupils' use of descriptive language during narrative writing in Autumn term. It links to children's learning about woodlands and rainforests in Geography. It prepares children for writing rhyming free verse in Year 4.  | This unit builds on pupils' newspaper report writing in Year 3. It links to children's learning about the Vikings in History. It prepares children for writing a non-chronological report in Summer term.   | It links to children's learning about volcanoes in Geography.   | It links to children's learning about North America in Geography.   |



# Menston Primary School English Long-Term Overview KS2



## Summer half term 1

|                    | Year 3                                 | Year 4                 | Year 5                         | Year 6                 |
|--------------------|--|------------------------|--------------------------------|------------------------|
| <b>Class story</b> | Romans on the Rampage by Jeremy Strong | Iron Man by Ted Hughes | Cosmic by Frank Cottrell Boyce | Boy 87 by Ele Fountain |

### Summer half term 1: Unit 1

|                                  |  |  |  |  |
|----------------------------------|--|--|--|--|
| <b>Key text driver</b>           | Escape From Pompeii by Christina Balit   | Iron Man by Ted Hughes   | Hidden Figures by Margot Lee Shetterley  | Boy 87 by Ele Fountain   |
| <b>Extended writing outcomes</b> | Writing to inform: Report (newspaper)  | Writing to entertain: Setting description  | Writing to persuade: Letter of application   | Writing to inform: Recount   |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>planned into sections</li> <li>headings</li> <li>sub-headings</li> <li>conjunctions to join information and give reasons</li> <li>present perfect tense</li> <li>word choices to match information texts</li> </ul> | <ul style="list-style-type: none"> <li>sequence organised into paragraphs using fronted adverbials to indicate changes in time or place</li> <li>different orders of sequences</li> <li>fronted adverbials as single words, phrases and clauses to create cohesion</li> <li>expanded noun phrases</li> <li>dialogue including direct speech to show character</li> <li>develop characters through dialogue and action</li> <li>standard forms of verb inflections used instead of local spoken forms</li> <li>apostrophes for plural possession</li> <li>past progressive and present perfect</li> </ul> | <ul style="list-style-type: none"> <li>cohesion through a variety of devices</li> <li>links within and between paragraphs with adverbials</li> <li>past perfect tense to link events</li> <li>action, dialogue and description used to move events forward</li> <li>relative clauses with commas and dashes used for additional detail including omitted relative pronouns</li> <li>modal verbs to suggest degrees of possibility</li> <li>adverbs of possibility</li> </ul> | <ul style="list-style-type: none"> <li>cohesion through a wider variety of devices</li> <li>passive voice</li> <li>shifts in formality</li> <li>control of vocabulary choices</li> <li>use of semi-colons, colons and dashes to mark boundaries between independent clauses</li> <li>past perfect progressive form of verbs</li> </ul> |
| <b>Commentary</b>                | This unit builds on pupils' biographical writing in Spring term. It links to children's learning about the Romans in History. It prepares children for writing a non-chronological report in their next unit.  | This unit builds on pupils' myth writing in Spring term. It is based on the classic novel of Iron Man. It prepares children for further descriptive writing in the next unit.  | It links to children's learning about Earth and space in Science. It also features female, black scientists.   | It links to children's learning about making our world a better place, linking to learning about refugees.   |

## Summer half term 1: Unit 2

|                                  |  |  |  |   |
|----------------------------------|--|--|--|---|
| <b>Key text driver</b>           | Ancient Rome by DK   | The Promise by Nicola Davies   | 1001 Arabian Nights by Geraldine McCaughrean   | I am Malala by Malala Yousafzai<br><br>'I have a dream' by Martin Luther King   |
| <b>Extended writing outcomes</b> | Writing to inform: Non-chronological report about the Romans   | Writing to entertain: Setting descriptions   | Writing to entertain: story  | Writing to persuade: Inspirational speech   |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>planned into sections</li> <li>headings</li> <li>sub-headings</li> <li>conjunctions to join information and give reasons</li> <li>word choices to match information texts</li> </ul>        | <ul style="list-style-type: none"> <li>sequence organised into paragraphs using fronted adverbials to indicate changes in time or place</li> <li>different orders of sequences</li> <li>fronted adverbials as single words, phrases and clauses to create cohesion</li> <li>expanded noun phrases</li> <li>dialogue including direct speech to show character</li> <li>develop characters through dialogue and action</li> <li>standard forms of verb inflections used instead of local spoken forms</li> <li>apostrophes for plural possession</li> <li>past progressive and present perfect</li> </ul> | <ul style="list-style-type: none"> <li>cohesion through a variety of devices</li> <li>links within and between paragraphs with adverbials</li> <li>past perfect tense to link events</li> <li>action, dialogue and description used to move events forward</li> <li>relative clauses with commas and dashes used for additional detail including omitted relative pronouns</li> <li>modal verbs to suggest degrees of possibility</li> <li>adverbs of possibility</li> </ul> | <ul style="list-style-type: none"> <li>adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text</li> <li>passive voice</li> <li>subjunctive form to hypothesise</li> <li>cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs</li> <li>persuasive writing features</li> <li>hyphens to avoid ambiguity</li> </ul> |
| <b>Commentary</b>                | This unit builds on pupils' newspaper report writing in the previous unit. It links to children's learning about the Romans in History. It prepares children for writing a non-chronological report about Ancient Egypt in Year 4. | This unit builds on the previous unit to further develop and embed children's descriptive writing skills. It links to children's learning about making our world a better place. It prepares children for a setting description at the start of Year 5 to then integrate this in future narrative writing.   | It links to children's learning about the Early Islamic Civilisation in History.   | It links to children's learning about making our world a better place, including learning about black history.  |

# Menston Primary School English Long-Term Overview KS2



## Summer half term 2

|                    | Year 3                                | Year 4  | Year 5                                 | Year 6   |
|--------------------|---------------------------------------|---|--|--|
| <b>Class story</b> | Pippi Longstocking by Astrid Lindgren | The Ancient Egypt Sleepover by Stephen Davies | The Nowhere Emporium by Ross MacKenzie | You Are Awesome by Matthew Syed and Go Big by Matthew Burton |

### Summer half term 2: Unit 1

|                                  |  |   |  |   |
|----------------------------------|--|---|--|---|
| <b>Key text driver</b>           | Orion and the Dark by Emma Yarlett   | Everything Ancient Egypt by DK  | The Nowhere Emporium by Ross MacKenzie   | Alma (digital literacy)   |
| <b>Extended writing outcomes</b> | Writing to entertain: Narrative  | Writing to inform: Non-chronological report   | Writing to entertain: Setting description  | Writing to entertain: spooky story  |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>• conjunctions, adverbs and prepositions to sequence events or to mark changes in setting</li> <li>• dialogue including direct speech</li> <li>• past perfect tense</li> <li>• prepositional phrases for settings</li> <li>• noun phrases</li> <li>• verbs and adverbs chosen for effect</li> <li>• cohesion created, and repetition avoided through the use of nouns and pronouns</li> </ul> | <ul style="list-style-type: none"> <li>• organised into sections with appropriate headings and text type features</li> <li>• range of conjunctions and appropriate word choices</li> <li>• beginning to explore levels of formality and able to demonstrate this through word and sentence choice</li> <li>• appropriate use of pronouns and nouns</li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a variety of devices</li> <li>• links within and between paragraphs with adverbials</li> <li>• past perfect tense to link events</li> <li>• action, dialogue and description used to move events forward</li> <li>• relative clauses with commas and dashes used for additional detail including omitted relative pronouns</li> <li>• modal verbs to suggest degrees of possibility</li> <li>• adverbs of possibility</li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li> <li>• sustained register with well-rounded ending</li> <li>• atmosphere and mood created through effective word choice, sentence structure and literary devices</li> <li>• past perfect tense to link events, including past perfect progressive</li> <li>• action, dialogue and description used to move events forward</li> <li>• colons, semi-colons and dashes used to separate and link ideas</li> </ul> |
| <b>Commentary</b>                | This unit builds on pupils' narrative writing in Autumn term. It links to children's learning about light in Science. It prepares children for writing an adventure story in Year 4.   | This unit builds on pupils' non-chronological report writing in Year 3, as well as writing to inform in Spring Term. It links to children's learning about Ancient Egypt in History. It prepares children for writing a biography in the next unit.   |  |   |

## Summer half term 2: Unit 2

|                                  |   |   |  |   |
|----------------------------------|---|---|--|---|
| <b>Key text driver</b>           | City Trails Rome by Lonely Planet Kids  | The Story of Tutankhamun by Patricia Cleveland-Peck   | Varmints by Helen Ward   | Overheard in a Tower Block by Joseph Coelho & Kate Milner   |
| <b>Extended writing outcomes</b> | Writing to persuade: Travel brochure for Rome   | Writing to inform: Biography  | Writing to entertain: Narrative  | Poetry: Poetry for transition <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Free verse</li> </ul>   |
| <b>Key NC objectives</b>         | <ul style="list-style-type: none"> <li>• introduction to paragraphs as a way to group related material</li> <li>• express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>• use of present perfect form of verbs</li> </ul>  | <ul style="list-style-type: none"> <li>• organised into sections with appropriate headings and text type features</li> <li>• range of conjunctions and appropriate word choices</li> <li>• beginning to explore levels of formality and able to demonstrate this through word and sentence choice</li> <li>• appropriate use of pronouns and nouns</li> </ul> | <ul style="list-style-type: none"> <li>• cohesion through a variety of devices</li> <li>• links within and between paragraphs with adverbials</li> <li>• past perfect tense to link events</li> <li>• action, dialogue and description used to move events forward</li> <li>• relative clauses with commas and dashes used for additional detail including omitted relative pronouns</li> <li>• modal verbs to suggest degrees of possibility</li> <li>• adverbs of possibility</li> </ul> | <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• selecting the appropriate form and using other similar writing as models for their own: <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• structure of author focus</li> <li>• mood and tone</li> <li>• an awareness of vocabulary choice and poetry from difficult cultures and periods of time</li> </ul> </li> </ul> |
| <b>Commentary</b>                | This unit builds on pupils' persuasive letter writing in Spring term. It links to children's learning about the Mediterranean in Geography and consolidates their knowledge about the Romans from History earlier in the year. It prepares children for writing a persuasive travel guide at the start on Year 4. | This unit builds on pupils' writing to inform in the previous unit. It links to children's learning about Ancient Egypt in History.   |  |   |