



Menston Primary School English Long-Term Overview 2022-23

Autumn half term 1

	Year 1	Year 2
Class story	See Autumn 1 Box	See Autumn 1 Box
Key reading texts/genres	Throughout the year, class texts include fiction and non-fiction, BAME as the main characters, cultural diversity, neuro-diversity, physical disabilities, different types of families, visual/hearing/speech impairments.	
Writing unit 1		
Key text driver	Beegu	NF - There’s No Place Like Home (e-book) Harvest Poems (Performance Poetry)
Extended writing outcomes	Writing to entertain: simple narrative/prediction Writing to inform: recount	Writing to persuade: advertising
Key NC objectives	concept of a sentence capital letters and full stops word choices labels and captions handwriting	Writing to persuade: advertising sentences capital letters and end marks written in present tense rhetorical questions effective use of expanded noun phrases subordinating and coordinating conjunctions to join information and give reasons
Commentary	This unit is something children new to KS1 will relate to - starting school and settling in somewhere new. It links to PSHE and wellbeing work, relating to settling in. Children will be encouraged to use phonetic knowledge taught in Foundation to make predictions and simple sentences. Handwriting clinics aim to help children with the mechanics of writing.	There’s No Place Like Home links with the science work this term on habitats. It also links with Y1 geography learning on Menston and the UK. Children will revisit their knowledge as to what a sentence is and what it requires.
Writing unit 2		
Key text driver	Toys in the Past	Lila and the Secret of Rain
Extended writing outcomes	Writing to inform: All about my toy	Writing to entertain: enhanced re-telling
Key NC objectives	concept of a sentence	Writing to entertain:

	<p>basic construction of a sentence</p> <p>capital letters and end marks</p> <p>handwriting</p>	<p>enhanced re-telling</p> <p>past tense</p> <p>adverbs of time to sequence events</p> <p>adverbs for additional detail</p> <p>basic noun phrases</p> <p>singular possessive apostrophe</p> <p>apostrophe for contraction</p> <p>simple co-ordinating and subordinating conjunctions</p> <p>exclamation sentences</p> <p>commas to separate items in a list</p>
Commentary	<p>This links with the history unit: Toys</p> <p>Children will be immersed in the non-fiction book. They will look at what a non-fiction book is and some of the features. They will carry out comprehension tasks for non-fiction writing. Children will be introduced to questions sentences and will have opportunities to write questions which they will publish for adults at home. They will then write sentences describing their own toy from home.</p> <p>Handwriting continues to be a key factor in enabling pupils to write with automaticity.</p>	<p>This links with work on Black History Month. It builds on previous learning in which pupils re-wrote stories in Year 1. It prepares children to rewrite stories in more detail further on in the year, as their knowledge develops. Children learn that apostrophes can be used to show possession, as well as for contraction – which was introduced in Y1. Further learning is introduced re exclamation sentences starting with a How/Why...building on Y1 knowledge of using exclamation marks.</p>

Menston Primary School English Long-Term Overview 2022-23



Autumn half term 2

	Year 1	Year 2
Class story	See Autumn 2 Box	See Autumn 2 Box
Writing unit 1		
Key text driver	Fabulous Frankie	Lila and the Secret of Rain Greta and the Giants
Extended writing outcomes	Writing to entertain: inventing	Writing to inform: diary Writing to persuade: letter
Key NC objectives	concept of a sentence basic sequencing of sentences capital letters and full stops correct past tense form handwriting	Writing to inform: diary past tense exclamatory sentences to make personal comments subordinating and coordinating conjunctions to join information and give reasons use of noun phrases adverbs of time to sequence events Writing to persuade: letter written in present tense rhetorical questions effective use of noun phrases developed sequencing with subordinating and coordinating conjunctions to join information and give reasons adverbs of time to sequence and to add detail commas to separate items in a list
Commentary	This unit links to PHSE: anti-bullying week and celebrating difference. Children are building on prior learning and embedding their knowledge of simple sentences. They will learn about adding simple adjectives to sentences and will be introduced to some simple sentence types. They will also be introduced to 'and' as a conjunction.	Diary writing builds on children's prior learning of writing recounts in Y1. Conjunctions <i>and</i> , <i>but</i> , <i>because</i> are recapped from Y1 and subordinating conjunctions are introduced, as well as the co-ordinating conjunction 'or'. Greta and the Giants links to geography: taking care of our environment and also to the school motto, <i>Making Our World a Better Place</i> . It introduces the use of rhetorical questions –which is explored further in KS2. Pupils are
Writing unit 2		
Key text driver	Martha Maps it Out	Digital Literacy – Zahra

Extended writing outcomes	Writing to inform - recount	Writing to entertain – character description adapted story
Key NC objectives	concept of a sentence capital letters and end marks word choices correct past tense form compound sentence – and proper nouns questions	past tense adverbs of time to sequence events adverbs for additional detail expanded noun phrases singular possessive apostrophe apostrophe for contraction simple co-ordinating and subordinating conjunctions exclamation sentences comparable adjectives commas to separate items in a list
Commentary	This unit links to geography work: Our Journey to School. Children build on their knowledge of using a simple sentence and begin to join clauses using the co-ordinating conjunction <i>and</i> . Whilst exploring the texts, children are introduced to proper nouns for names of people and places.	This unit links to previous work on habitats and Black History Month. Children can compare similarities and differences between Lila and Zahra. Knowledge continues to be embedded as pupils revisit objectives continually. Pupils will change aspects of the original story to make it their own, ie character, setting...

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Spring half term 1

	Year 1	Year 2
Class story	See Spring 1 Box	Roald Dahl - George's Marvellous Medicine Fantastic Mr Fox The Twits
Writing unit 1		
Key text driver	Amelia Earhart: Little People Big Dreams	George's Marvellous Medicine
Extended writing outcomes	Writing to inform: Biographical sentence	Writing to inform: instructions Writing to entertain: story
Key NC objectives	concept of a sentence capital letters and end marks word choices labels and captions handwriting conjunctions – because, but questions/statements	Writing to inform: instructions developed sequencing with subordinating and coordinating conjunctions to join information and give reasons adverbs of time to sequence and to add detail commas to separate items in a list imperative verbs expanded noun phrases Writing to entertain: story past tense adverbs of time to sequence events adverbs for additional detail expanded noun phrases singular possessive apostrophe apostrophe for contraction co-ordinating and subordinating conjunctions exclamation sentences comparable adjectives commas to separate items in a list
Commentary	This unit links to history: 'How did we learn to fly?' and builds on learning in Foundation about non-fiction texts. Children will identify features of a biography and a timeline. They write exclamation sentences about Amelia Earhart which use their learnt conjunctions.	Instructions builds on prior learning in Y1 where children wrote simple instructions. Pupils will write more detailed instructions using Y2 objectives. Children will rewrite the story of George's Marvellous Medicine, as part of an assessed write, building on targets set.
Writing unit 2		
Key text driver	Goldilocks and Goldy Luck and The Three Pandas	Incredible You

Extended writing outcomes	Drama/role play Writing to entertain: innovative story	Writing to inform: fact file leaflet
Key NC objectives	concept of a sentence basic sequencing of sentences capital letters and full stops expanded noun phrases conjunctions correct past tense form handwriting	Writing to inform: fact file and leaflet consistent use of present tense questions used to form titles question marks used to denote questions conjunctions eg. so...because to explain opening questions concluding exclamatory sentence subordinating and coordinating conjunctions to join information and give reasons adverbs
Commentary	This unit allows children to compare alternative versions of fairy tales and builds on, Little Red, which they explored in Foundation alongside traditional tales. Drama embeds the story sequence, enabling children to really know the story. Pupils compare stories and write an alternative ending.	This unit links to Children's Mental Health Week. It builds on children's prior knowledge of writing an animal fact file in Y1 and links to previous learning on celebrating difference.



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Spring half term 2

	Year 1	Year 2
Class story	See Spring 2 Box	Tom Palmer – Secret FC
Writing unit 1		
Key text driver	The Big Book of Beasts	Hansel and Gretel by Bethan Woollvin
Extended writing outcomes	Writing to inform: animal fact-file	Writing to entertain: stories Drama/role play
Key NC objectives	concept of a sentence capital letters and end marks word choices labels and captions handwriting conjunctions – because, but questions/statements	past tense and introduction to progressive past tense adverbs of time to sequence events adverbs for additional detail basic noun phrases singular possessive apostrophe apostrophe for contraction simple co-ordinating and subordinating conjunctions exclamation sentences comparable adjectives commas to separate items in a list verbs chosen for effect
Commentary	This unit links to science: Animals, including humans and builds on learning in Foundation about non-fiction texts. Children will identify features of NF and answer riddles, using the subordinating conjunction <i>because</i> . They will write questions and statements and use more conjunctions to join clauses.	This unit builds on from knowledge gained in F/Y1 about alternative fairy stories. Children will use this knowledge and their increased writing ability, to write their own alternative versions.
Writing unit 2		
Key text driver	The Suitcase	Chocolate (e-book)
Extended writing outcomes	Writing to entertain: innovative story	Writing to inform: explanation
Key NC objectives	concept of a sentence basic sequencing of sentences capital letters and full stops expanded noun phrases conjunctions correct past tense form handwriting	consistent use of present tense questions used to form titles question marks used to denote questions conjunctions eg. so...because to explain opening questions concluding exclamatory sentence subordinating and coordinating conjunctions to join information and give reasons adverbs
Commentary	This story is about refugees and links with RE and PHSE. It builds on previous innovative story writing and prepares children for further learning in Y2.	This unit builds on previous learning where children explained why mental health is important and ways in which to keep a healthy mind.



Menston Primary School English Long-Term Overview 2022-23

Summer half term 1

	Year 1	Year 2
Class story	See Summer 1 Box	See Summer 1 Box
Writing unit 1		
Key text driver	Lola and the Sandcastle	Remarkable Animals
Extended writing outcomes	Writing to inform: instructions	Writing to entertain: animal description
Key NC objectives	concept of a sentence basic sequencing of sentences capital letters and end marks word choices correct past tense form labels and captions conjunctions questions/statements verbs	Writing to entertain adverbs for additional detail basic noun phrases singular possessive apostrophe apostrophe for contraction simple co-ordinating and subordinating conjunctions exclamation sentences comparable adjectives commas to separate items in a list verbs chosen for effect
Commentary	Writing instructions on how to build a sandcastle, prepares children for writing more complex instructions in Y2.	Writing an imaginary animal description builds on from previous work on character descriptions and links with the science this term.
Writing unit 2		
Key text driver	All About Dinosaurs	Dear Earth
Extended writing outcomes	Writing to inform: fact file	Writing to entertain: a love letter to Earth
Key NC objectives	concept of a sentence basic sequencing of sentences capital letters and end marks word choices correct past tense form labels and captions	Writing to entertain adverbs for additional detail basic noun phrases singular possessive apostrophe apostrophe for contraction simple co-ordinating and subordinating conjunctions

	conjunctions questions/statements verbs	exclamation sentences comparable adjectives commas to separate items in a list verbs chosen for effect rhetorical questions
Commentary	Writing a dinosaur fact file builds on previous learning about dinosaurs in Foundation and prepares children for writing more complex fact files in Y2.	A love letter to Earth follows on from Greta and the Giants, encouraging pupils to take care of the world we live in, linking to our motto: Making the World a Better Place. It also links to Earth Day which is celebrated in April each year.

Menston Primary School English Long-Term Overview 2022-23



Summer half term 2

	Year 1	Year 2
Class story	See Summer 2 Box	See Summer 2 Box
Writing unit 1		
Key text driver	What is Pink? by Christina Rossetti	Faraway Things
Extended writing outcomes	Writing to entertain: poetry Writing to inform: Recount of trip	Writing to entertain: imaginative writing What faraway thing could you find? Writing to inform: treasure map instructions
Key NC objectives	Writing to entertain: poetry expanded noun phrases	Writing to entertain: imaginary faraway thing past tense adverbs of time to sequence events adverbs for additional detail basic noun phrases singular possessive apostrophe apostrophe for contraction simple co-ordinating and subordinating conjunctions exclamation sentences comparable adjectives commas to separate items in a list verbs chosen for effect Writing to inform: instructions developed sequencing with subordinating and coordinating conjunctions to join information and give reasons adverbs of time to sequence and to add detail commas to separate items in a list imperative verbs expanded noun phrases
Commentary	Children will write descriptive colour poems, using the same format as What is Pink? This will prepare children for further poetry writing in Y2.	Children will build on their knowledge of imaginative writing to plan and write a what faraway thing they find washed up on the beach. Children will build on their knowledge of writing instructions (and maths/ICT) to write positional instructions to find buried treasure.

Writing unit 2

Key text driver	Last Stop on Market Street	Seaside Poetry
Extended writing outcomes	Writing to inform: recount	Writing to entertain: poetry
Key NC objectives	Writing to inform: recount concept of a sentence capital letters and end marks word choices correct past tense form written in the first person	expanded noun phrases commas in a list
Commentary	Writing recounts builds on simple recounts/sentence work completed in Foundation. It prepares children for diary writing in Y2 – Lila and the Secret of Rain.	Pupils will be exposed to lots of different poetry: riddles, shape poems, rhyming/non-rhyming and will write their own poems based on the seaside.