

Ballifield Primary School English Long Term Overview 2026-27

Nursery – F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Focus	Phase 1 phonics – listening for sounds	Phase 1 phonics – listening for sounds	Phase 1 phonics – Fred talk games	Phase 1 phonics – Fred talk games Read Write Inc picture cards	Read Write Inc (1 sound per week)	Read Write Inc (1 sound per week)
Writing Focus	Early mark making	Early mark making	Early mark making	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Write some letters accurately.
Spelling	Phase 1 phonics – listening for sounds	Phase 1 phonics – listening for sounds	Phase 1 phonics – Fred talk games	Phase 1 phonics – Fred talk games	Read Write Inc	Read Write Inc

Reception – F2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Focus	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc
Writing Focus	Oral descriptions of Rainbow fish Oral Narrative - sequencing, retelling Labels	Oral poetry (Diwali/fireworks) Invitations to teddy's party Lists for teddy's party	Narrative – using repeated refrains, inventing (we're going on a bear hunt) Narrative – inventing own story (we're going on a polar bear hunt)	(fragments) Description of wolf Narrative – using repeated refrains, inventing (goldilocks and the 3 bears)	(Fragments) Description of the hungry caterpillar Narrative – Talk for writing, sequencing Narrative - inventing own stories	(Fragments) Description of Supertato character

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			Description of a penguin			
Spelling	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Focus	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc
Writing Focus	Little Red Riding Hood - Lists - Character descriptions. Captions/ labels - Setting description Three Billy Goats Gruff - Speech bubbles - Labels and captions - Troll description Goldilocks - Label (a bear) - Wanted poster - Sorry letter Dear Fairy Godmother (Michael Rosen)	Not a stick - Captions/ labels - Simple sentences Stick man - Speech Bubbles - Own short story section Winter non-fiction writing - Labels - Descriptive sentences - Captions	The tiger that came to tea - lists - tiger description - simple retell of the story Augustus and his smile - captions - Add own story setting- where he looks for his smile (e.g. desert). Non-fiction about tigers: - labelling anatomy of tiger - write tiger facts	Beegu - label character - Simple sentences to retell story - Missing poster Room on the Broom - witch description - question speech bubbles - write a wanted poster for the dragon Wriggle and Roar - write rhyming words - appreciate and participate in poetry - Write a poetry review	Billy's Bucket - lists - simple sentences including adjectives Information texts about a sea turtle - captions and labels - write facts - fact file Poetry - Appreciate and participate in poetry - recite a poem off by heart - write a poetry review	I Completely Know About Guinea Pigs - Write a simple <i>how to</i> guide (how to look after a...) - labelling diagram - simple factual sentences Bog Baby - describe bog baby - Sequencing the story of bog baby - Short retell of a new bog baby
Spelling	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Focus	Read Write Inc	Read Write Inc	Picture Books - Read with increasing accuracy	Picture Books - Read with expression and intonation	Picture Books - Read fluently with expression and intonation	Short chapter books - Read fluently with expression and intonation

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			- Draw on knowledge of vocabulary to understand texts. - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	- Draw on knowledge of vocabulary to understand texts. - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	- Identify and explain the sequence of events in texts. - Make inferences from the text.	- Make inferences from the text - Predict what might happen on the basis of what has been read so far.
Writing Focus	Writing an information text: All about me Writing based around the text 'What the Ladybird heard', retelling the story. Writing based on the text 'The Way Back Home' to retell the story. Instructional writing.	Information text about Venus fly traps. Writing based on The Day the Crayons Quit. • Create a new crayon. • Write its adventure Traditional tale writing (based on Three Little Pigs) • Character description • Retelling sections of the story. Learn and perform Christmas poems	Factual writing based on the text 'Dear Earth'. Writing our own version of a traditional tale – Three little fish and the big bad shark	Writing based around the Paddington Bear stories. • Letter writing • Adventure story. Read, recite and perform sense poetry	Information text about Penguins. Instruction & adventure story based on the text 'Instructions' Neil Gaiman.	Film unit – Lucky Dip. Retell Great Fire of London – recount of trip to Emergency Services Museum. Kennings poetry – write and perform
Spelling	Read Write Inc	Read Write Inc	Y2 National Curriculum Spelling Shed	Y2 National Curriculum Spelling Shed	Y2 National Curriculum Spelling Shed	Y2 National Curriculum Spelling Shed

For further details see Read, Write Inc plan.

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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Focus	A novel study approach based on the texts 'Diary of a Killer Cat' and text 'The Ice Palace' which will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	A novel study approach based on 'Cinderella of the Nile' and a traditional version of the tale the will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A novel study approach based on the text 'One Plastic Bag' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A novel study approach based on the text 'A pebble in my pocket: a history of our Earth' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A novel study approach based on the text 'The Firework Maker's Daughter' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A novel study approach based on the text 'Charlie and the Chocolate Factory' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)
Writing Focus	- Writing based on the book 'Diary of a Killer Cat': Character	- Descriptive writing based on the book	- Writing based on the book 'One Plastic Bag':	- Explanation text based on the book 'A pebble in	- Writing based around the text 'The Firework	- Writing based on the book 'Charlie and the Chocolate

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	description and diary entry - Writing based on the book 'The Ice Palace': Setting description and alternate ending. -	'Cinderella of the Nile': Character description, journalistic writing - Alternate ending to traditional version of Cinerella - Poetry – The Magic Box	Balanced argument, Instructions and a setting description. - Non-Chronological report about plastic pollution.	my pocket: a history of our Earth' - Poetry unit: Jelly Boots, Smelly Boots – Michael Rosen.	Maker's Daughter: Informal letter, instructions, character description and write a setting desription.	Factory: A healthy snack advert, a recount of a key scene in the text and a setting description
Spelling	Y3 National Curriculum Spelling Shed	Y3 National Curriculum Spelling Shed	Y3 National Curriculum Spelling Shed	Y3 National Curriculum Spelling Shed	Y3 National Curriculum Spelling Shed	Y3 National Curriculum Spelling Shed

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Focus	A novel study approach based on the texts 'The Iron Man' and 'Stone Age Boy' which will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • accurately and selectively summarise main ideas, events, characters and	A novel study approach based on the text 'Viking Boy' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	A novel study approach based on the text 'Kensuke's Kingdom' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for	A novel study approach based on the text 'The Wolf's Secret' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for	A novel study approach based on the text 'Varjak Paw' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for	A novel study approach based on the text 'Highwayman' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for

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	information in fiction and non-fiction texts (2c)	identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	characters' actions and motivations (2b) accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	characters' actions and motivations (2b) accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	characters' actions and motivations (2b) make developed inferences drawing on evidence from the text (2d)	characters' actions and motivations (2b) make developed inferences drawing on evidence from the text (2d)
Writing Focus	Writing based on the book 'The Iron Man': Character description and balanced argument Adventure story writing based around the text 'Stone Age Boy'	Practice and perform a range of traditional poems Writing based around the book 'Viking Boy': Diary entry and setting description	Using the text 'Kensuke's Kingdom': Newspaper report & explode a moment description	Writing based on the text 'The Wolf's Secret': poetry and retell a section of the story	Writing based on the book Varjak Paw: Setting description and retelling a scene from different perspectives	Writing based on the ballad poem 'The Highwayman': Information text writing, retelling a scene for a different perspective & writing and additional verse.
Spelling	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Focus	A novel study approach based on the text 'Room 13' will be used to develop a range of reading skills. Children will: - show an understanding of the meaning of vocabulary in context (2a) - retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) - provide developed explanations for key information and events and	A novel study approach based on the text 'Holes' will be used to develop a range of reading skills. Children will: - show an understanding of the meaning of vocabulary in context (2a) - retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b)	A novel study approach based on the text 'The Lion, the Witch and the Wardrobe' will be used to develop a range of reading skills. Children will: - show an understanding of the meaning of vocabulary in context (2a) - retrieve key details and quotations from	A poetry study approach based on the texts 'The Tyger', 'The Eagle', 'Moose & The Otter' and 'Frogs' will be used to develop a range of reading skills. Children will: - show an understanding of the meaning of vocabulary in context (2a) - retrieve key details and quotations from	A novel study approach based on the text 'Beowulf' will be used to develop a range of reading skills. Children will: - show an understanding of the meaning of vocabulary in context (2a) - retrieve key details and quotations from fiction and non-fiction to demonstrate	A novel study approach based on the texts 'The Sleeper and the Spindle' and 'Welcome to Nowhere' will be used to develop a range of reading skills. Children will: - show an understanding of the meaning of vocabulary in context (2a) - retrieve key details and quotations from

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	for characters' actions and motivations (2b) • make developed inferences drawing on evidence from the text (2d)	• make developed inferences drawing on evidence from the text (2d) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • identify / explain how the choice of language enhances the meaning of texts (2g)	fiction and non-fiction to demonstrate understanding of character, events and information (2b) • make developed inferences drawing on evidence from the text (2d) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • identify / explain how the choice of language enhances the meaning of texts (2g) • explain and justify inferences, providing evidence from the text to support reasoning (2d)	fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed inferences drawing on evidence from the text (2d) • make developed predictions that are securely rooted in the text (2e) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed inferences drawing on evidence from the text (2d) • make developed predictions that are securely rooted in the text (2e) • identify / explain how the sequence of events in narrative fiction contributes to meaning as a whole (2f)	fiction and non-fiction to demonstrate understanding of character, events and information (2b) • make developed inferences drawing on evidence from the text (2d) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • identify / explain how the choice of language enhances the meaning of texts (2g) • make accurate and appropriate comparisons within texts (2h)
Writing Focus	Fictional narrative based on 'Room 13': Rewrite the first chapter, promotional leaflet and formal letter.	Based on the book 'Holes': additional chapter, non-chronological report and newspaper report.	Based on 'The Lion, the Witch and the Wardrobe': Setting description, own portal story and dual perspective narrative.	Learn and perform a range of classic animal poems & write own poem Biography writing	Based on the book Beowulf: Heroic speech and retell a scene from another perspective	Subverted fairy tale based on 'The Sleeper and the Spindle' Persuasive writing based on the text 'Welcome to Nowhere'
Spelling	Y5 National Curriculum Spelling Shed	Y5 National Curriculum Spelling Shed	Y5 National Curriculum Spelling Shed	Y5 National Curriculum Spelling Shed	Y5 National Curriculum Spelling Shed	Y5 National Curriculum Spelling Shed

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reading Focus	A novel study approach based on the text 'Skellig' will be used to develop a range of reading skills. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • make developed inferences drawing on evidence from the text (2d) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • identify / explain how the choice of language enhances the meaning of texts (2g)	A novel study approach based on the text 'Goodnight Mr. Tom' will be used to develop a range of reading skills. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make accurate and appropriate comparisons within texts (2h)	A novel study approach based on the text 'Coraline' will be used to develop a range of reading skills. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make accurate and appropriate comparisons within texts (2h) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A novel study approach based on the text 'Journey to River Sea' will be used to develop a range of reading skills. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make accurate and appropriate comparisons within texts (2h) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	A wide range of shorter texts will be used to develop a range of reading skills. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed predictions that are securely rooted in the text (2e) • identify / explain how the sequence of events in narrative fiction contributes to meaning as a whole (2f)	A novel study approach based on the texts 'The Arrival' and 'The Raven' will be used to develop a range of reading skills. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • provide developed explanations for key information and events and for characters' actions and motivations (2b)
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