

English Overview

Intent

At St. Paul's we want our children to enjoy English and **engage** with the subject in a way that is relevant and purposeful to them. We want them to be **inspired** and **motivated** to read and write **fluently** and **confidently**, equipping them with the essential skills for lifelong learning across the school curriculum and beyond.

We will use our school values of **wisdom** and **perseverance** to inspire **creativity** and fire children's imaginations, developing learners who are confident when speaking and expressing their ideas and attentive when listening to others. In writing we will teach children the skills and structures that will enable them to flourish as writers, developing a **rich vocabulary** and their own **authorial voice** whilst maintaining **coherency and accuracy**.

From the very beginning of their school journey, children will learn how to read with **fluency and understanding** whilst developing a real **love of reading**. We will develop a strong reading culture that involves the whole school community so that children are encouraged to read regularly for pleasure and develop a love of language through a range of learning opportunities in school.

Our teaching will build the knowledge and model the skills needed to become confident writers and readers. We will be explicit in our teaching, giving children opportunities to create and improve their work with increasing independence, allowing them to challenge themselves within their learning.

Implementation

We ensure that our English teaching and learning provides many **purposeful opportunities** for reading, writing and discussion across a well **organised and progressive curriculum**. We use a wide variety of experiences, quality texts and genres to motivate and inspire our children, ensuring meaningful and purpose links are made with other areas of the curriculum.

A positive reading culture is developed and promoted within the classes, the whole school and across the wider school community through initiatives developed to promote a love of reading and being read to.

Phonics and early reading as a gateway to learning are a priority for pupils in EYFS and KS1, with daily phonics sessions, following Little Wandle Revised Letters and Sounds synthetic phonics scheme, which provides a consistent and well-paced progression. Regular reading lessons promote **confidence, fluency and understanding** by focusing on the key skills needed to decode, read aloud and comprehend what has been read so children can develop into **independent learners** in English.

Discreet spelling lessons continue the progression across KS2 with appropriate spelling content and activities sent home weekly for pupils to practise and consolidate their learning. Pupils are encouraged to be **adventurous with their vocabulary** choices, drawing on the reading of quality texts and the use of displays in class enhancing and encouraging a wider use of vocabulary.

Impact

The impact and measure of this is to ensure children not only acquire the **appropriate age-related knowledge and skills**, but also skills transferrable to all areas of the curriculum which equip them to make good progress from their starting points, and within their everyday lives. Long term pupils will be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning, be able **to read fluently both for pleasure and to further their learning** and enjoy writing across **a range of genres**. Children of all abilities will be able to succeed in English lessons because work will be appropriately scaffolded, they will develop have a wide vocabulary and be adventurous with vocabulary choices within their writing. They have a good knowledge of how to adapt their writing based on the context and audience and leave primary school being able to effectively apply spelling rules and patterns they have been taught.

Year R

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|--|--|--|--|--|--|
| Topic | All about me | Zoom to the moon! And Celebrations | Once upon a time | On the farm | People Who Help Us and The world around me | Under and across the sea |
| Focus texts | <p>Non-fiction</p> <p>The Family book</p> <p>Fiction (story related)</p> <p>Titch</p> <p>Funnybones</p> <p>Maisy's Birthday</p> <p>Poetry</p> <p>Nursery Rhymes</p> | <p>Fiction (story related)</p> <p>Bringing Down the Moon</p> <p>What Ever Next</p> <p>10 Little Aliens</p> <p>The Christmas story</p> <p>Non-Fiction</p> <p>Look Inside Space</p> | <p>Fiction (traditional tales)</p> <p>Goldilocks and the Three Bears</p> <p>The Three Billy Goats Gruff</p> <p>The Three Little Pigs</p> <p>Non-Fiction</p> <p>Recipes for porridge</p> <p>Chinese New Year</p> | <p>Fiction</p> <p>Dear Zoo</p> <p>The Animal Boogie</p> <p>A Farmer's Life for Me</p> <p>Poetry</p> <p>Mad About Minibeasts</p> <p>Farmyard Hullabaloo</p> <p>Non-Fiction</p> <p>The Life Cycle of a Butterfly</p> <p>First Facts Farm</p> <p>Animals on the Farm</p> | <p>Fiction (story related)</p> <p>Clothesline Clues for Jobs People Do</p> <p>Non-fiction</p> <p>School/lunchtime staff</p> <p>Firemen</p> <p>Road Safety</p> <p>Police</p> <p>Armed Forces</p> <p>Nurses and Doctors</p> | <p>Fiction (story related)</p> <p>Sharing a shell</p> <p>Rainbow Fish</p> <p>Poetry</p> <p>Stories and poems from other cultures e.g. Splash (Anna Hibiscus)</p> <p>Commotion in the Ocean</p> <p>Non-fiction</p> <p>Under the Sea (Usborne books)</p> |
| Literacy | <p>Exploring where we see print in our world.</p> <p>Little Wandle phonics.</p> | <p>Writing</p> <p>Range 6</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and</p> | <p>Writing</p> <p>Range 6</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and</p> | <p>Writing</p> <p>Range 6</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> | <p>Writing</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <ul style="list-style-type: none"> Starts to develop phonic knowledge by linking sounds to | <p>Statutory ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> |

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| | <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play.</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p> | <p>sometimes with words, in print and digital formats</p> <ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology | <p>sometimes with words, in print and digital formats</p> <ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together | <ul style="list-style-type: none"> • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | <p>letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | |
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LITERACY

| | Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reading | Content | <p>Communication and language Understanding Range 5</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions <p>Reading Range 6</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and | <p>Communication and language Understanding Range 5</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions <p>Reading Range 6</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction | <p>Communication and language Understanding Range 6</p> <ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers • Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how <p>Reading Range 6</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and | <p>Communication and language Understanding Range 6</p> <ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers • Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how <p>Reading Range 6</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and | <p>Statutory ELG: Comprehension (Literacy) Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Statutory ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; | <p>Statutory ELG: Comprehension (Literacy) Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Statutory ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet |

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| | | <p>forms of speech that are increasingly influenced by their experiences of reading</p> <ul style="list-style-type: none"> • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to develop phonological and phonemic awareness <p>- Continues a rhyming string and identifies alliteration</p> <ul style="list-style-type: none"> • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. | <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Begins to develop phonological and phonemic awareness <p>- Continues a rhyming string and identifies alliteration</p> <p>- Hears and says the initial sound in words</p> <p>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <ul style="list-style-type: none"> • Begins to read some high frequency words, | <p>digital books, both fiction and non-fiction</p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Begins to develop phonological and phonemic awareness <p>- Continues a rhyming string and identifies alliteration</p> <p>- Hears and says the initial sound in words</p> <p>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> | <p>digital books, both fiction and non-fiction</p> <ul style="list-style-type: none"> • Knows that information can be retrieved from books, computers and mobile digital devices • Begins to develop phonological and phonemic awareness <p>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <ul style="list-style-type: none"> • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge | <ul style="list-style-type: none"> - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | <p>and at least 10 digraphs;</p> <ul style="list-style-type: none"> - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
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| | | | <p>and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <ul style="list-style-type: none">• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. | <p>- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <ul style="list-style-type: none">• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences | <p>and illustrations to interpret the text</p> | | |
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Year 1 Overview

| | Autumn | | Spring | | Summer | |
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| Topic | If You Go Down to The Woods Today | Let's go exploring | Stories From Around The World | Animal Magic | Finding an egg (It's a secret but it's 'Dragons'!) | Are we nearly there yet |
| Genre, purpose and audience | <p>'We're Going on a Bear Hunt' by Michael Rosen</p> <p>Purpose and Audience: Use the character of an owl to create our version of the WGOAB that can be shared with other children.</p> <p>'Where's My Teddy?' Jez Alborough</p> <p>Use the character of a bear to create our version of WMT that can be shared with other children.</p> <p>Poetry</p> <p>Purpose and audience - using senses in the copse to create a whole class Autumn poem to rehearse and perform for other class</p> | <p>Lost and Found' by Oliver Jeffers</p> <p>Purpose and Audience To find out facts and write information in sentences on penguins (linked to South Pole in Explorers topic) and share with other children.</p> <p>To write a character description of the penguin for a 'Found' poster</p> | <p>The Gingerbread Man (America)</p> <p>Range of traditional tales from other countries</p> <p>Baobab Tree (Africa)</p> <p>The Porridge Pot (Europe)</p> <p>Purpose and Audience To learn patterned text and innovate with own idea (Pie Corbett style)</p> | <p>Various books/websites based on animals</p> <p>What do you do with a tail like this? (Steven Jenkins)</p> <p>Animal fact posters</p> <p>Animal poems</p> <p>DK findoutabout.com</p> <p>Purpose and Audience To write facts (adapting sentences) about characteristics, habitat, food etc of British Wild Animals</p> <p>Purpose and Audience: To perform poem to the rest of the class.</p> | <p><i>A series of letters:</i></p> <p>A letter from Mr Smith (the caretaker at St. Paul's!)</p> <p>Dragon Post, Emma Yarlett</p> <p>Purpose and Audience To help museum of unusual things identify and care for types of dragons</p> <p>A mysterious letter from the Museum...</p> <p>To write a set of instructions on how to care for a dragon in response to letters from Museum of Unusual things</p> | <p>Mrs Armitage on Wheels (Quentin Blake)</p> <p>Purpose and Audience To write sentences which link to form a simple story</p> <p>To write sentences giving information about an artefact for our class transport museum</p> <p>Transport poems: <i>Go, go, go!</i> <i>At the Car Wash</i> <i>Down by the station</i> <i>Diggers!</i></p> <p>Children write report front covers</p> |
| Focus and grammar | <p>Poetry – writing an acrostic poem linked to topic work (Seasons)</p> <p>FICTION: creating story maps to be able to retell a story to an audience</p> | <p>FICTION: Character description based on the penguin in Lost and Found</p> <p>NON-FICTION: Factual and information writing about penguins</p> | <p>FICTION: to write a description and an ending to a traditional tale using adjectives and nouns.</p> <p>To write our own 'magic pot' story.</p> | <p>NON-FICTION: To write animal facts To our own information leaflet using using headings, sub heading, topic sentence, technical words and captions.</p> | <p>FICTION: to describe dragons and settings using adventurous adjectives and suffixes –ed –er –est –ing</p> <p>T</p> | <p>FICTION: to create our own artefact for a museum and then write our own version of the Mrs Armitage story</p> |

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| | <p>NON-FICTION: label a picture of holiday destination and simple sentence writing.</p> <p>NON-FICTION: Using adjectives and simple sentences to describe an owl and a bear</p> <p>Overall focuses: Recognising and joining in with predictable phrases Simple sentence structure (to know what a sentence is and write simple sentences) . Capital letters for names and to start a sentence. Capital letters for names and to start a sentence Adjectives – what is an adjective; using adjectives to improve our writing. Conjunction – begin to use and</p> | <p>Overall focuses: Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Capital letters for names and to start a sentence Using two adjectives, nouns Conjunction – and – introducing because</p> | <p>Overall focuses: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases</p> <p>Use time words to start sentences (first, next, then, etc) Learning a patterned text with actions to aid independent writing.</p> | <p>Write individual senses poem. Linked to Science</p> <p>Poetry – to write and perform a senses poem to the rest of the class.</p> <p>Overall focuses: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently drawing on what they already know or on background information and vocabulary provided by the teacher</p> | <p>NON-FICTION – instruction writing – writing a set of instructions of how to care for a dragon.</p> <p>Overall focuses: Being encouraged to link what they read or hear read to their own experiences; Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. <i>Particular focus on non-fiction.</i></p> | <p>NON-FICTION – report writing Children write report front covers</p> <p>Poetry -to write a transport poem</p> <p>Overall focuses: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being encouraged to link what they read or hear read to their own experiences Learning to appreciate rhymes and poems, and to recite some by heart Write in sentences maintaining correct tense Plurals Alphabetical order Suffixes Prefixes Linked to History</p> |
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| Word reading | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading. |
| Reading comprehension | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them. |
| Writing transcription | <p>Spelling (see English Appendix 1) Pupils should be taught to spell:</p> <ul style="list-style-type: none"> ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week |

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| | <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound ♣ add prefixes and suffixes: ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un– ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ♣ apply simple spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. |
| Handwriting | <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. |
| Writing composition | <p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher |
| Writing – vocabulary, grammar and punctuation | <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ♣ learning the grammar for year 1 in English Appendix 2 ♣ use the grammatical terminology in English Appendix 2 in discussing their writing. |

We also use our own **progression in writing** document to help guide us in identifying next steps with regards to sentence structure.

| Year Group | Conjunction | Useful sentence starters | Punctuation | Adding Detail | | |
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| | | | | Relative pronouns | Noun phrases | Adverbial phrases |
| 1 | <p>And</p> <p>How words can combine to make sentences</p> <p>Joining words 'and' joining clauses using '<u>and</u>'</p> <p>Extend – children can be challenged to use 'because', 'but' or 'so'. Note: 'but' and 'so' are more challenging conjunctions and should be taught when children are secure with 'because'. They must be able to use them orally first.</p> | <p>Next... First... Then... Last... (Note: these are both examples of adverbs).</p> <p>Once confident, children can be introduced to simple adverbs e.g. slowly, quickly.</p> | <p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks. Note: <i>capital letters for the start of sentences are a non-negotiable in Y1 despite the wording in the NC.</i></p> <p>Capital letters for names and the pronoun 'I'</p> <p><i>Children should be exposed to using speech bubbles to facilitate the teaching of speech in Y2.</i></p> | | <p><i>Using an adjective:</i> The red bus came down the road.</p> <p>The dragon is red.</p> <p>Alliteration The slimy snake... The dangerous dragon...</p> <p>AA children <i>Expanded noun phrase for description:</i> The shiny red bus came down the road</p> | |

Year 2 Overview

| Topic | Autumn | | Spring | | Summer | |
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| | Health and Growth | Fantastic Festivals | London: Great Fire of London | London | Discoveries Big and Small (visit to Nower Wood) | Australia |
| Writing Books or inspirational text source | <p>'Toys in Space' by Mini Grey</p> <p>'Farmer Duck' by Martin Wadell</p> | <p>Dragon Machine by Helen Ward</p> <p>Poetry- Firework/ bonfire: Crackle! Spit! Marie Thorn; Bonfire Night, Sarah Fox</p> | <p>The Great Fire of London by Emma Adams and James Weston Lewis</p> <p>Tin Forest by Helen Ward</p> | <p>'A Walk in London' by Salvatore Rubbino</p> <p>How To Catch A Star by Oliver Jeffers</p> <p>'The Girl with the Yellow Bag' by Maia Walczak</p> | <p>A letter from the past Seaside then and now- (linked to topic-History)</p> <p><i>Various non-fiction texts on life processes</i></p> <p>The Tunnel by Anthony Brown</p> <p>Hotel Flamingo by Alex Milway</p> | <p>Various Dreamtime stories</p> <p>'Wombat Goes Walk About' by Michael Morpurgo</p> <p>Flamingo Hotel by Alex Milway</p> <p>Rainbow Bird – an Aboriginal folk tale</p> <p>'The Owl and the Pussycat' Edward Lear -</p> |
| Genre, purpose and audience | <p>Fiction:-'Toys in Space' Story writing using setting and character descriptions</p> <p>Purpose and audience: To write a story based on the book TIS for other children to enjoy.</p> <p>Fiction: Story Writing- Fiction: 'Farmer Duck' by Martin Wadell Character description followed by instruction writing</p> <p>Non- Fiction Writing</p> <p>Purpose and audience: Write a set of instructions</p> | <p>Poetry- Firework/ bonfire poetry.</p> <p>Poetry based on using noun phrases and similes</p> <p>Purpose and audience: Writing poetry to be read performed to others.</p> <p>Poetry– If I Had Wings, Pie Corbett – poetry using subordinating conjunctions (If).</p> <p>Purpose and audience: Writing poetry to be read out loud to others</p> <p>Fiction: Dragon Machine (Setting description and story writing)</p> | <p>Fiction – diary writing - Great Fire of London (linked to History topic)</p> <p>Purpose and audience: To pretend to be a child living in the time of the Great Fire of London and to write a short diary of what you saw and write a description of London; writing warning posters!</p> <p>Fiction -: 'The Tin Forest' by Helen Ward– Purpose and audience: For children to write a character and setting description as well design their own tin animal.</p> | <p>Non-fiction – writing leaflets to persuade people to visit London. (linked to Geography topic)</p> <p>Purpose and audience: Creating a tourist leaflet about London so that other children would want to go.</p> <p>Fiction -: story Writing- 'The Yellow Bag' Non - Fiction</p> <p>Descriptive writing settings and characters.</p> <p>Purpose and audience: Writing stories our own version of the Yellow Bag to read to reception</p> | <p>Non-fiction – writing linked to History - a letter about the seaside from the past</p> <p>Purpose and audience: To write a letter to member of their family telling them about their Holiday.</p> <p>Non-fiction writing linked to Science – short information text about the lifecycle of a frog, then a great diving beetle.</p> <p>Purpose and audience: To identify the series of</p> | <p>Fiction - Range of Aboriginal Dreamtime stories use a stimulus for own writing.</p> <p>Purpose and audience: To entertain and inform children about Australian animals using what we have learnt about Australia</p> <p>Fiction – 'mysterious' setting description for 'Hotel Flamingo'</p> <p>Purpose and audience: To write a short setting description for another child to enjoy.</p> |

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| | <p>to get rid of the farmer for the animals in the story to use.</p> <p><u>Overall Focuses:</u> Story writing, character descriptions, using adjectives (in noun phrases), prepositions sentences with different forms – statement question command exclamation Basic punctuation - full stop, capital letters simple conjunctions – and because so</p> | <p><u>Purpose and audience:</u> To design and create our own dragon machine and write a story about it for other children to enjoy.</p> <p><u>Overall Focuses:</u> Listening to, discussing and expressing views about a wide range of contemporary poetry; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases; continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Writing different sentence types (speech) Continued work on use of conjunctions Using expanded noun phrases to add detail Adding adverbs to the start of sentences Present and past tenses</p> | <p><u>Overall Focuses:</u> Writing about real events and narratives about personal experiences (real and fictional) Children make speeches giving King Charles II advice on what to do to combat the fire <i>Punctuation – commas for lists (link also to use of adjectives)</i> Using expanded noun phrases to add detail Adding adverbs to the start of sentences Prepositional languages (relating to setting descriptions e.g. in the middle of the dump was...) Recapping of noun phrases. Homophones</p> | <p><u>Overall Focuses:</u> Writing for different purposes – to persuade Different types of sentences – statement vs exclamation vs command Conjunctions Use of adjectives <i>Punctuation – commas for lists (link also to use of adjectives)</i> Using expanded noun phrases to add detail Recap and practise adverbs to the start of sentences and noun phrases. Homophones</p> | <p>changes that a frog through in its life (linked to Science). Audience: year 2 children.</p> <p>Fiction : Writing a story based on the Tunnel story and making predictions.</p> <p><u>Purpose and audience:</u> To write the ending to an adventure story for a child to enjoy.</p> <p><u>Overall Focuses:</u> Writing for different purposes; writing about real events (linked to Science); being introduced to non-fiction books that are structured in different ways; recapping using the past tense (and adding __ed) Sequencing using time adverbials; using expanded noun phrases to add detail; linking</p> | <p>Poetry – The Owl and the pussycat Performance poetry to memorise and perform to entertain other children; to create our own version of a classic poem</p> <p>Non-fiction - recount Children write report front covers</p> <p><u>Purpose and audience:</u> To tell our parents about our learning and things we have enjoyed this year.</p> <p><u>Overall Focuses:</u> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry; recognising simple recurring literary language in stories and poetry; Apostrophes for possession Prepositional languages (In the distance...</p> |
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| | | | | | sentences using conjunctions | Accurate punctuation: esp. commas, question and exclamation marks Using adjectives to create a sentence of 3: <i>He saw tall hills, dry grass and skinny gum trees</i> |
| Word reading | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. | | | | | |
| Reading comprehension | <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions | | | | | |

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| | <ul style="list-style-type: none"> ♣ predicting what might happen on the basis of what has been read so far <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| Writing transcription | <p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| Handwriting | <ul style="list-style-type: none"> ♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters. |
| Writing composition | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes <ul style="list-style-type: none"> ♣ consider what they are going to write before beginning by: <ul style="list-style-type: none"> ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence <ul style="list-style-type: none"> ♣ make simple additions, revisions and corrections to their own writing by: |

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| | <ul style="list-style-type: none"> ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear. |
| <p>Writing – vocabulary, grammar and punctuation</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <ul style="list-style-type: none"> ♣ learn how to use: <ul style="list-style-type: none"> ♣ sentences with different forms: statement, question, exclamation, command ♣ expanded noun phrases to describe and specify [for example, the blue butterfly] ♣ the present and past tenses correctly and consistently including the progressive form ♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English ♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. |

We also use our own **progression in writing** document to help guide us in identifying next steps with regards to sentence structure.

| Year Group | Conjunction | Useful sentence starters | Punctuation | Adding Detail | | |
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| | | | | Relative pronoun | Noun phrase | Fronted adverbial |
| 2 | <p>Subordinating : 'when' 'if' 'because' In the middle of a sentence</p> <p><i>Teach children how to use these in the middle of the sentence.</i></p> <p>It a lovely day because the sun was shining.</p> <p>Co-ordinating: And Or But So</p> <p>Most fairies have a wand so they can cast spells.</p> | <p>Simile The pebble sparkled like a jewel. The pebble was as sparkly as a jewel.</p> <p>Adverbs See end column.</p> | <p>Develop further accuracy in use of full stops, capital letters, exclamation marks, question marks – also commas for lists and apostrophes for contractions</p> | <p>That, Which or Who to extend The boy stroked the cat which purred. Note: 'which' part of the sentence <i>is short</i>.</p> | <p><i>Expanded noun phrase for description:</i> The shiny, red bus came down the road.</p> <p><i>Using a preposition to describe where:</i> The man <i>in the moon</i>... The dog <i>in the park</i>. OR <i>In the park</i> the dog...</p> <p><i>AA: three adjective separated by 'and':</i> The shiny, red and yellow bus came down the road.</p> | <p><i>Using adverbs e.g. luckily, suddenly. Teach with a comma.</i></p> <p><i>Suddenly, a monster jumped out.</i></p> <p><i>Using time adverbials e.g. 'Later' progressing to 'Later that day...'</i></p> <p><u>Begin to use in different places.</u></p> <p><i>Silently, I walked down the lane. Teach with a comma.</i></p> <p><i>I walked down the lane silently.</i></p> <p><i>Later that day, I bumped into Kizzie</i> <i>Using prepositional phrases</i> In the box... Down the lane</p> |

Year 3 Overview

| Topic | Autumn | | Spring | | Summer | |
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| | Food Glorious Food | My local area | Stone Age to Iron Age | | Power of Plants | Wonderful Wales |
| Writing Books or inspirational text source | Where the Wild Things Are (Maurice Sendak) How To Trap A Troll (Pie Corbett) | The Lighthouse (<i>a short film</i>) The Hippocrump (a poem by James Reve) Poetry – remembrance poems | Stone Age Boy (Satoshi Kitamura) The Tortoise and the Hare (Aesop's Fable) | Various books by Dr Seuss with a focus on the Lorax (Dr Seuss) <i>Various recount examples</i> | Dinosaur Cove by Rex Stone Inspiration from Literacy Shed video | Video stimuli 'Taking Flight' Poetry – My World (Pie Corbett) – Focus on use of noun phrases in a poem |
| Genre, purpose and audience | <p>Story writing – Where the Wild Things Are – focus on conjunctions, adjectives and adverbs, using a sentence of 3 to describe. <i>Purpose and audience: To entertain children with a story using ideas from Where The Wild Things</i></p> <p>Non-fiction– information texts and instructions. How to trap a troll, then How to trap a Stone Giant <i>Purpose and audience: To entertain and inform children about how to trap a troll or stone giant!</i></p> | <p>Poetry – shape poems and Autumn</p> <p>Story writing – the lighthouse (suspense) <i>Purpose and audience: To entertain year 3 children with a story full of excitement and suspense.</i></p> <p>Non-chronological reports- Unicorns, The Hippocrump and Santa <i>Purpose and audience: To inform children in an a fun way of about different types of creatures and Santa</i></p> | <p>Fiction– Based on the story Stone Age Boy– focus on all story writing techniques used so far <i>Purpose and audience: To entertain children with a story around what it was like to live in Stone Age Britain.</i></p> <p>Non-fiction - Newspaper report – The Tortoise and the Hare <i>Purpose and audience: To inform children about the race between the tortoise and the hare in Aesop's Fables.</i></p> <p>Fiction – Playscripts : Playscript writing based on Roald Dahl's The Twits</p> | <p>Fiction - The Lorax – character description Using prepositions of time <i>Purpose and audience: To entertain children with a story that uses themes and ideas of the Lorax</i></p> <p>Non-fiction based on the Lorax – writing a persuasive letter <i>Purpose and audience: To persuade the Oncler to try and stop cutting down the Truffla trees</i></p> | <p>Fiction – Dinosaur Cove –writing a story based on Dinosaur; followed by children writing their <u>own story with a fantasy based story.</u> <i>Purpose and audience: To entertain each other with exciting stories set in a fantasy world.</i></p> <p>Non-fiction – recount using inspiration from a literacy shed video, taking different perspectives <i>Purpose and audience: To understand the feeling of different people in the same situation.</i></p> | <p>Poetry – My World – Focus on use of noun phrases in a poem <i>Purpose and audience: To entertain each other with an imaginative poem about what we enjoy.</i></p> <p>Fiction – story writing based on Taking Flight <i>Purpose and audience: By using a film we will write an entertaining story about taking a flight.</i></p> |

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| | <p>Overall focus: Time adverbials, subordinating conjunctions, adverbs and adjectives; in non-narrative material, using simple organisational devices</p> | <p>Diary writing – children write a diary extract sharing their experiences of acting in role during the Victorian day.</p> <p><i>Purpose and audience: To write a diary in role about what it was like to spend a day in a Victorian school. Children spend a day in role as Victorian school children.</i></p> <p>Overall focus: Reading books that are structured in different ways and reading for a range of purposes; identifying themes and conventions in a wide range of books Determiners (some, most etc) conjunctions, adverbs; recognising some different forms of poetry; fronted adverbials</p> | <p>Purpose and audience: To write a short play based on <i>The Twits</i> to perform and entertain other children in year 3</p> <p>Overall focus: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of books; preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; using and punctuating direct speech; participate in role play (drama – Tortoise and Hare)</p> | <p>Non-fiction – recount of trip to Buster farm–</p> <p><i>Purpose and audience: To inform children in the school about our trip to Butster farm.</i></p> <p>Overall focus: Creating settings, characters and plot; using a dictionary to check meaning and a thesaurus to improve writing; checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; participate in discussions (Lorax – consideration of environmental impact)</p> | <p>Overall focus: Revision of fronted adverbials and conjunctions; Using drop ins as subordinate clauses; in narratives, creating settings, characters and plot</p> | <p>Focus on bringing together all skills learnt in Year 3 Recapping use of direct speech Sentence of 3 for action (using a comma and conjunction in a sentence)</p> <p>Overall focus: preparing poems and play scripts to read aloud; using and punctuating direct speech (speech setting out and correct punctuation)</p> |
| Word reading | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | |
| Reading comprehension | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop positive attitudes to reading and understanding of what they read by: | | | | | |

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| | <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] <ul style="list-style-type: none"> ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| Writing transcription | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| Handwriting | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. |
| Writing composition | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |

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| | <ul style="list-style-type: none"> ♣ discussing and recording ideas <ul style="list-style-type: none"> ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <ul style="list-style-type: none"> ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| Writing – vocabulary, grammar and punctuation | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop their understanding of the concepts set out in English Appendix 2 (see below) by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 <ul style="list-style-type: none"> ♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |
| Word | <p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]. Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p> |
| Sentence | <p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p> |

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| Text | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] |
| Punctuation | Introduction to inverted commas to punctuate direct speech |

We also use our own **progression in writing** document to help guide us in identifying next steps with regards to sentence structure.

| Year Group | Conjunction | Useful sentence starters | Punctuation including speech | Adding Detail | | |
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| | | | | Relative Pronoun | Fronted adverbial | Noun phrase |
| 3 | <p>Consolidate from Year 2. <i>Do not assume children can use 'but' and 'so'!</i></p> <p>Subordinating conjunctions : Y2: When If Because Y3: Whilst or As</p> <p>Note: make sure children are secure in using the above in the middle of sentences before starting sentences with them.</p> <p>Co-ordinating conjunctions: And Or But So</p> | <p>As per Year 2. Also: Pronouns to start sentences to avoid repetition.</p> <p>The boy went downstairs. He picked up his bag and left.</p> <p>Dragons are mysterious creatures. They do not all breathe fire.</p> <p>Determiners to start sentences in non-chronological <u>reports</u>:</p> <p>Most unicorns have horns, but</p> | <p>Introduction to <u>inverted commas</u> to punctuate direct speech.</p> <p>"I'm going to the shops" yelled Ali. <i>Note: put the speaker and speech verb at the end.</i></p> <p>Note: children should continue to be taught contractions so they can use it correctly in speech e.g. don't, mustn't</p> <p>Children can then be taught to reverse the order e.g. Ali yelled, "I'm going to the shops."</p> <p>Develop use of apostrophes -</p> | <p><u>Consolidate from Y2:</u> <u>That, Which or Who to extend</u> The boy stroked the cat which purred. <i>Note: 'which' part of the sentence is quite short.</i></p> <p>Introduce <u>short drop in clauses</u> of around 2- 3 words e.g</p> <p><u>Examples:</u></p> <p>Age Jamie, who was 8, discovered a golden coin.</p> <p>Instead of putting an adjective before the noun, use a drop-in :</p> <p><i>'The black cat strode into the room'</i></p> <p>becomes</p> <p><i>'The cat, which was black, strode into the room.'</i></p> | <p>Consolidate from Y2.</p> <p><i>Adverbials to describe</i> WHEN: Extend through use of better vocabulary e.g. instead of 'Later', use 'Seconds later' or longer adverbials as challenge e.g. after a while,...</p> <p><i>Adverbials to describe</i> WHERE:</p> <p><u>In</u> the distance,.. <u>Next</u> to the box.. <u>On</u> the shelf...</p> <p><i>Adverbials to describe</i> HOW: As fast as he could, he grabbed the ball.</p> <p>As quickly as possible, press the switch.</p> | <p><i>Expanded noun phrase for description:</i> The boy picked up a shiny, gold coin.</p> <p>Many dragons have <u>long, pointed teeth</u>.</p> <p><i>Using a preposition to describe where:</i> The <u>boy on the stage</u> started to sing.</p> |

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| | | <p>some have none at all.</p> | <p>sentence of 3 for description: He wore a red cloak, shiny shoes and a tall hat. Most dragons have scales, a long tail and sharp teeth.</p> | <p>Non-fiction: <i>Jack, who is aged 8, was an eyewitness.</i></p> | <p>Slowly, she waved the magic wand.</p> | |
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Year 4 Overview 2021 – 2022

| | Autumn | | Spring | | Summer | |
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| Topic | The Ancient Egyptians | Nativity – year 4 play production | La Dolce Vita! <i>Learning about Italy</i> | Romans in Britain | Volcanoes and earthquakes | Habitats |
| Writing Books or inspirational text source | I wish poem (Pie Corbett) 'The Temple Cat' (Andrew Clements) Funny Bones (Janet and Allan Ahlberg) | Sand Horse (Ann Turnbull) Examples of newspapers including First News and other dailies. Tuesday (David Weisner) | Various types of information books. The Magician's Shop (Pie Corbett) | Fing! David Walliams How I met Dudley by Roger McGough Simile poetry | The Garden by Dyan Sheldon and Gary Blythe Escape From Pompei (Christina Ballit) The Hidden House, Martin Waddell | The Kapok Tree by Lynne Cherry (text linked to Science and habitats) Online resources linked to British wildlife (britishwildlifecentre.co.uk and letsogwild.co.uk) Various Hakis and Kennings |
| Genre, purpose and audience | <p>I wish poem Purpose and audience: To entertain children with a short poem about imaginative wishes.</p> <p>FICTION: Stories with historical settings: 'The Temple Cat'. By Andrew Clements.</p> <p>Purpose and audience: To use historical knowledge of the Egyptians (link to history) in story writing.</p> <p>Use 'Funny Bones' by to revise and</p> | <p><i>Consolidate learning from last term on using conjunctions and drop-in clauses.</i></p> <p>FICTION: Story writing focusing on the 'Sand Horse' by Ann Turnbull. Purpose and audience: Publishing their own story to be made into a book.</p> <p>Use 'Tuesday (David Weisner) to revise and consolidate learning on conjunctions</p> <p>NON-FICTION: Newspapers. Purpose and audience: Create a newspaper of a</p> | <p>NON – FICTION INFORMATION TEXTS determiners and nouns Witches, wizards and aliens. Adverbial phrases – However, Although. Purpose and audience: To inform other children in an interesting way about the existence of aliens and witches!</p> <p>FICTION: Story writing – using prepositions of place as sentence starters – The Magician's Shop.</p> <p>Purpose and audience:</p> | <p>FICTION: Playscript writing based on David Walliams 'FING!'. Purpose and audience: To write a short play based on FING! to perform and entertain other children in year 4.</p> <p>NON FICTION - Explanation Texts – How I met Dudley by Roger McGough.</p> <p>Purpose and audience: To explain to someone from a</p> | <p>FICTION: Story writing Purpose and audience: To write an entertaining 'time-travel' story for year 4 children to enjoy</p> <p>NON-FICTION: recount writing Purpose and audience: Link historical knowledge – to inform Tacitus about the eruption of Mount Vesuvius.</p> <p>FICTION: Story writing – The Garden by Dyan Sheldon and Gary Blythe</p> | <p>NON-FICTION: Persuasive Letters based on the Kapok Tree by Lynne Cherry</p> <p>Purpose and audience: To persuade people not to cut down the rainforests and protect habitats – link to Science.</p> <p>NON-FICTION: Non-chronological reports (1) Purpose and audience: To write the front cover to inform parents about our experiences of year 4.</p> |

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| | <p>consolidate learning on conjunctions</p> <p>Overall focus: Preparing poems and play scripts to read aloud and to perform Revision from year 3, focusing on punctuation (full stop / capital letters) and varied sentence starters – esp. fronted adverbials Organising paragraphs around a theme; reading books that are structured in different ways and reading for a range of purposes; increasing familiarity with a wide range of books</p> | <p>'real-life' report for younger children to read.</p> <p>Overall focus: Draft and write in narratives, creating settings, characters and plot; Using and punctuating direct speech.</p> <p>Using the present perfect form of verbs in contrast to the past tense. Continue to practise using direct speech – linked to eyewitness. Revise previously taught relative clauses (which / who); participate in role play (acting out of drama to inspire writing around Jack and Jill newspaper reports).</p> | <p>To use drama techniques to show emotions.</p> <p>Overall focus: reading books (and texts) that are structured in different ways and reading for a range of purposes; identifying themes and conventions in a wide range of books; using conjunctions, adverbs and prepositions to express time and cause; participate in role play</p> | <p>different country how something works.</p> <p>POETRY Sun and Moon Purpose and audience: To write a short poem using similes (or metaphors) to entertain and perform to other children in years 3 and 4.</p> <p>Overall focus: Listening to and discussing a wide range of fiction, poetry, <u>plays</u>, non-fiction and reference books or textbooks; using conjunctions, adverbs and prepositions to express time and cause; expanded noun phrases and apostrophes for possession; preparing poems and play scripts to read aloud and to perform</p> | <p>Overall focus: Consolidate use of sub-ordinating conjunctions and preposition phrases. Recap using complex adverbial phrases e.g 'ed' verbs Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Consolidate use of past tense and conjunctions. In non-narrative material, using simple organisational devices; Writing using a 'formal' tone; using fronted adverbials of time (with a comma)</p> | <p>NON-FICTION: Non-chronological reports (2) Purpose and audience: To create a short animal fact file to present to children lower down the school</p> <p>POETRY Haikus and Kennings Purpose and audience: To write an animal Haiku to entertain children lower down the school.</p> <p>Overall focus: In non-narrative material, using simple organisational devices; Reading books (and texts) that are structured in different ways and reading for a range of purposes; participate in discussions and debates; consolidation of grammatical devices learn in year 4.</p> |
| Word reading | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | |

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| <p>Reading comprehension</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] <ul style="list-style-type: none"> ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| <p>Writing transcription</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| <p>Handwriting</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. |

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| Writing composition | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ plan their writing by: <ul style="list-style-type: none"> ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas <ul style="list-style-type: none"> ♣ draft and write by: <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <ul style="list-style-type: none"> ♣ evaluate and edit by: <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| Writing – vocabulary, grammar and punctuation | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 <ul style="list-style-type: none"> ♣ indicate grammatical and other features by: <ul style="list-style-type: none"> ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |
| Word | <p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> |

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| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>). Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] |
| Text | Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition |
| Punctuation | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]. Use of commas after fronted adverbials |

We also use our own **progression in writing** document to help guide us in identifying next steps with regards to sentence structure.

| Year Group | Conjunction | Useful sentence starters | Punctuation including speech | Adding Detail | | |
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| | | | | Relative Pronoun | Fronted adverbial | Noun phrase |
| 4 | <p>Consolidate from Year 3. <i>Do not assume children can use 'but' and 'so'! Some children will need revision of 'As' and 'Whilst' or to be taught it.</i></p> <p>Subordinating : Y2: When If Because Y3: Whilst or As Y4: Before / After</p> <p>Note: make sure children are secure in using the above in the middle of sentences before starting sentences with them.</p> <p><u>Challenge:</u> introduce although</p> <p>Co-ordinating: And Or But So</p> | <p>Consolidate from Year 3. Also:</p> <p>Pronouns to start sentences to avoid repetition and <u>alternative</u> vocabulary. <i>He dashed down the street.</i> <i>The boy dashed down the street.</i></p> <p>One or two word <u>ing verb</u> to start a sentence e.g. Smiling, the boy opened his present.</p> <p>Feeling happy, he smiled.</p> <p>Challenge: Begin to expand <u>ing verbs</u> to start a sentence</p> | <p>Punctuation for speech. <i>Consolidate from Y3 and then:</i> Comma, exclamation or question mark between direct speech and reporting clause e.g. "It's late," said Cinderella. <i>As per Y3 teach using the speech verb after the inverted commas.</i></p> <p>Develop use of apostrophes - sentence of 3 for action: He dashed downstairs, grabbed his coat and ran out the door.</p> <p>Dragons can defend themselves, attack humans and breathe fire.</p> | <p><u>Consolidate drop-ins from Y3 with 'which' or 'who'</u></p> <p><u>Examples:</u> Drop ins can become slightly longer:</p> <p>Use an ___ing verb Jamie, who was jumping up and down, shouted to his friend.</p> <p>Use an ___ed verb: Jamie, who was excited, ran through the hall.</p> <p>For description: Jamie, who was the oldest boy in the class, put his hand up.</p> | <p>Consolidate from Y3. Introduce the adverbial 'However' instead of 'but'. (Spring term onwards).</p> <p><i>Note: children teach using 'However' instead of the conjunction but. Children should use 'However' as a fronted adverbial followed by a comma.</i></p> <p>The team lost the match 3 – 0. However, the next week they won.</p> <p>They need lots of oral practice using 'but' and 'however'.</p> | <p><i>Expanded noun phrase for description:</i></p> <p>The boy picked up a <i>shiny, gold</i> coin.</p> <p><i>Using a preposition to describe where:</i></p> <p>The <u>boy on the stage</u> started to sing.</p> <p>Using 'with' to expand a noun / or a verb.</p> <p>The teacher with a smile on her face swept across the room.</p> |

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| | | <p>e.g. Smiling broadly, the boy opened his present.</p> <p>One word __ed verb to start a sentence e.g. Excited, the boy ran across the garden.</p> <p><i>Note: use __ed verbs relating to feelings e.g. Amazed,... Frightened,... Surprised,....</i></p> <p>Determiners to start sentences in non-<u>chronological</u> reports:</p> <p>Most unicorns have horns, but some have none at all.</p> | | | |
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Year 5 Overview

| Topic | Autumn | | Spring | | Summer | |
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| | North America | Outer Space and Anglo Saxons | Vikings | Mountains | Ancient Greeks | The River Thames |
| Genre, purpose and audience | <p>Into the Forest, Anthony Browne Purpose and audience: To create a setting description and dialogue. (Audience – year 5 children)</p> <p>Various creation myths: <i>How butterflies came to be; Why the robin has a red chest; How night came; How the magpies raised the sky</i></p> <p>Purpose and audience: For children to create their own version.</p> <p>Non Chronological Report – Dragons and Giants. Link to topic homework – writing report on country in N. America.</p> | <p>Cosmic – Frank Cottrell-Boyce Purpose and audience: To write a short narrative piece To transform a narrative into a playscript using the correct features. Playscripts – focus.</p> <p>Various newspaper articles Video: <i>the planets</i> Purpose and audience: To write a newspaper article for ks2 children questioning whether aliens have been sighted over Dorking. (<i>Exploration of fact v opinion</i>)</p> <p>Space Poems <i>When I'm An Astronaut, Bobbi Katz</i> <i>The Moon, Lilian Fisher</i> <i>Moonlight, Leslie Perkins</i> <i>Children of the Sun, Brod Bagert</i></p> <p>- Emphasis on performance.</p> | <p>Viking Boy, by Tony Bradman</p> <p>Character descriptions. Character feelings and emotions</p> <p>Video stimulus – Wallace And Grommit Purpose and audience: To write a short text explaining to other children how a Wallace and Grommit invention works.</p> <p>Recount of Young Voices trip To write a recount for the school newsletter.</p> | <p>Kensuke's Kingdom – Michael Morpurgo (extended narrative)</p> <p>Purpose and audience: a) Write own island adventure story in the style of Kensuke's Kingdom for Dorking Library writing competition)</p> <p>b) a short diary extract that builds tension and atmosphere based on the experience of the main character in the story.</p> <p>Performance Poetry - Jabberwocky Purpose and audience: To perform a poem. To explore vocabulary. To write a narrative based on a poem to enable others to understand the themes of the poem. <i>Children to learn poetry</i></p> | <p>Greek Myths (various) Purpose and audience: To write our own version of a Greek myth for other children to enjoy.</p> <p>Follow up to residential – 'Facing Your Fears' Narrative writing – describing settings, characters and building atmosphere through drama</p> <p>Purpose and audience: To use our experience of the residential to write a short descriptive story that will 'hook' ks2 children.</p> | <p>Persuasion unit. Write a persuasive letter.</p> <p>Purpose and audience – Write a letter to the headteacher to persuade against shortening summer holidays.</p> <p>Various river poetry (The River by Valerie Bloom, Down By The Old River by Charles M Moore, The River – Haiku by John Tiong Chunghoo, 'Looking-Glass River' by Robert Louis Stevenson) <i>Children to learn poetry</i></p> <p>Purpose and audience: To write a short poem describing the journey of a river. Using figurative language.</p> <p>End of year:</p> |

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| | | <ul style="list-style-type: none"> - Children to learn poetry | | | | <p>To write a reflection of the year for report. To write a formal letter to new class teacher. To write a guide for the new year 5 class.</p> |
| <p>Overall focus inc. SPAG</p> | <p>Increasing familiarity with a wide range of books, including myths, legends and traditional stories.</p> <p>Paragraphing levels of formality Direct speech Using cohesive devices within paragraphs Synonyms Antonyms subheadings</p> | <p>Fact and opinion. Levels of formality; selecting appropriate grammar and vocabulary</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Word Classes</p> | <p>Plan writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Synonyms Antonyms Figurative language Subordinating conjunctions Coordinating conjunctions</p> | <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed; Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage</p> <p>First Person Tenses (present, future and past perfect) Participles (used to start sentences) Paragraphing (changing length for effect) Using commas to clarify meaning</p> | <p>Increasing familiarity with a wide range of books, including myths, legends and traditional stories; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Participle sentence starters Prepositions Coordinating conjunctions (FANBOYS) Subordinating conjunctions</p> | <p>1st & 3rd person Figurative language - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Onomatopoeia direct speech Paragraphs Modal verbs Relative clauses Relative pronouns Tenses Person Modal verbs Parenthesis</p> |

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| | | Relative Clauses Coordinating conjunctions Semi-colon Passive Voice Double Consonants Suffixes Determiners Parenthesis | Commas to clarify meaning Time Adverbials | | | |
| Word reading | Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet | | | | | |
| Reading comprehension | Pupils should be taught to: <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | | | | | |

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| | <ul style="list-style-type: none"> • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views |
| Writing transcription | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus |
| Handwriting | <p>Pupils should be taught to:</p> |

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| | <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task |
| Writing composition | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |

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| <p>Writing – vocabulary, grammar and punctuation</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading |
| <p>Word</p> | <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> |
| <p>Sentence</p> | <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> |
| <p>Text</p> | <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> |

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| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |
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We also use our own **progression in writing** document to help guide us in identifying next steps with regards to sentence structure.

| Year Group | Conjunction | Useful sentence starters | Punctuation including speech | Adding Detail | | |
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| | | | | Relative Pronoun | Fronted adverbial | Noun phrase |
| 5 | <p>Subordinating : Consolidate from Y4 and use 'although' with wider cohort.</p> | <p>Consolidate from Y4.</p> <p>Expand __ing verbs and __ed verbs to start a sentence with more detail e.g. Smiling <u>broadly</u> at his mother, the boy opened his present and jumped for joy.</p> <p>Confused <u>by what she saw</u>, the girl slumped back in her chair.</p> <p>CHALLENGE: to using an _ing verb after the person e.g. The boy, smiling broadly, opened his present and jumped for joy.</p> | <p>Punctuation for speech. <i>Consolidate from Y4.</i></p> <p>Teach new line for a new speaker.</p> <p>Once children are secure, manipulate order of 'said' verb.</p> <p>"I don't believe it!" yelled Sam.</p> <p>Sam yelled, "I don't believe it!"</p> <p>AA children – once secure: <i>Move onto divided speech.</i></p> <p>Modal verbs Begin to discuss and use modal verbs to indicate degrees of possibility.</p> | <p>Consolidate drop-ins from Yr 3 and 4 with 'which' or 'who'</p> <p><u>Examples:</u></p> <p>Use an __ing verb – with more detail:</p> <p>Jamie, who was jumping up and down waving his hands, shouted to his friend.</p> <p>Use an __ed verb:</p> <p>Jamie, who was excited and red faced, ran through the hall.</p> <p>For description: Jamie, who was the oldest boy in the class and normally very quiet, put his hand up.</p> | <p>Consolidate from Y4. Introduce the adverbial 'Therefore' instead of 'so'.</p> <p><i>Note: teach children by using 'Therefore' instead of the conjunction 'so'. Children should use 'Therefore' as a fronted adverbial followed by a comma. Example:</i></p> <p>The object blocks the light so a shadow is made. The object blocks the light. Therefore, a shadow is made.</p> <p>They need lots of oral practice using 'so' and 'therefore'.</p> | <p>Use an __ing verb to expand a noun.</p> <p>Nathan picked up the coin. <i>Becomes:</i> Nathan picked up the coin feeling it his hands.</p> <p>Using 'with' to expand a noun / or a verb.</p> <p>The teacher with a smile on her face swept across the room.</p> <p><u>Challenge - start sentence using 'with':</u></p> <p>The teacher, with a smile on her face, swept across the room.</p> <p><i>Becomes:</i></p> |

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| | | <p>Passive voice AND determiners (building on year 3-4) in <u>chronological</u> <u>reports:</u></p> <p>Most unicorns <i>are believed</i> to have horns, but some have none at all,</p> | <p><i>Some children may be scared when jumping from Jacob's Ladder.</i></p> <p>Colons to introduce lists The kit that you need is: -A flask -A spare pair of socks</p> <p><i>AA begin to use semi- colons for detailed list e.g.</i> The kit that you need is: a flask filled with water; a spare pair of socks etc</p> | | | <p>With a smile on her face, the teacher swept across the room.</p> |
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Year 6 Overview

| | Autumn | | Spring | | Summer | |
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| Topic | SOUTH AMERICA | WWI | WWII | WWII | OUR WORLD / SATs | END OF YEAR PRODUCTION & MOVING ON |
| Writing Books or inspirational text source | <p>The Boy, the Mole, the Fox and the Horse, Charlie Macksey – illustrated story, slogan writing, Purpose and Audience – Writing to reflect on own emotions and to support positivity.</p> <p>Tyger by William Blake – Exploring classic poetry Purpose and Audience – creating a poem in a classic style for children and adults to enjoy.</p> <p>Lego Mythica – Mythical creature description. Purpose and Audience – Non Chronological report on a created creature to enter a competition.</p> | <p>Boy, Roald Dahl – Autobiography Purpose and Audience – write character description and own version of the sweetshop incident to show Mrs Pratchett's side of the story.</p> <p>The Christmas Truce (Sainsbury's Advert) (WWI) Purpose and audience – Newspaper article to commemorate the First World War.</p> <p>Coming Home (Michael Morpurgo) – Purpose and audience – to write a descriptive setting / to write a journey using chronological language.</p> | <p>Macavity, T S Eliot – narrative poetry Purpose and Audience – write a descriptive 'Wanted Poster' based on the description within the poem to help others to enjoy the poem from a unique viewpoint.</p> <p>Edie Benson, Vince Cross Purpose and audience – Diary written in the style of a child in World War (includes atmospheric setting descriptions)</p> <p>Goodnight Mr Tom (Michelle Magorian) & Carrie's War (Nina Bawden) – character and descriptive writing Purpose and Audience – to create realistic character descriptions using Carrie's War</p> | <p>Rose Blanche (Ian McEwan) (picture book) – atmospheric and descriptive writing. Purpose and Audience – to create a short narrative piece set in Nazi Germany</p> <p>Brightstorm (Vashti Hardy) Purpose and Audience – to use descriptive writing to describe setting and atmosphere. To write a 1st person diary describing the journey of the twins.</p> | <p>Henley Fort Visit Report Easter Pause Week Purpose and Audience – to write a recount of our trip to Henley Fort for other children to read</p> <p>The WaterTower (Gary Crew / Steven Woolman – story writing / narrative Purpose and Audience – to write a Sci Fi narrative that builds suspense and atmosphere</p> <p>Superheroes – biography Purpose and Audience – to write a biography based on the life of an imagined superhero for children to enjoy</p> <p>SATS (Various short writes to build work for portfolios)</p> | <p>Biomes – Writing in a Bottle. Persuasive Argument Purpose and Audience – to create a balance argument to explore the question (Are we damaging our world? – Geography)</p> <p>Year Book Writing – self reflection Purpose and Audience – write memory book work to share at assembly and to have as a memento for the future.</p> <p>Report Covers</p> <p>Acting and drama in preparation for end of year production.</p> |

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| <p>Overall focus</p> | <p>Fiction (The Boy, the Mole, the Fox and the Horse) - Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Poetry - Increasing familiarity with a wide range of books, including (ones) literary heritage; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Non-fiction - reading books that are structured in different ways (biography); using further organisational and presentational devices to structure text and to guide the</p> | <p>Fiction (Boy) - Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>Non-fiction (CT) – draft by noting and developing initial ideas, drawing on reading and research where necessary</p> | <p>Narrative poem – description. (Wanted Poster) - increasing their familiarity with a wide range of books, including (ones) from our literary heritage</p> <p>Diary writing – writing during the Blitz;; noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Character descriptions using GMT and CW - participate in discussions about books that are read to them and those they can read for themselves; consider how authors have developed characters and settings in what pupils have read; making comparisons within and across books; writing during the Blitz;; noting and developing initial ideas, drawing on reading and research where necessary</p> | <p>Fiction – (link to work in History) descriptive writing based in Nazi Germany; draft by noting and developing initial ideas, drawing on reading and research where necessary</p> | <p>Recount – Visit report; descriptive writing based in Nazi Germany; draft by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Fiction – writing an extended Sci Fi narrative; considering how authors have developed characters and settings in what pupils have read (focus on building suspense and atmosphere)</p> <p>Biography – superhero character; reading books that are structured in different ways (biography); using further organisational and presentational devices to structure text and to guide the</p> | <p>Persuasive Argument - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Reflective writing - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary</p> |
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| SPAG | Cohesion Word Classes Synonyms and Antonyms Expanded Noun Phrases / Commas Present Tense / Past Tense | Modal verbs Adverb Parenthesis Subjunctive form | Punctuation 1 - Colon, Semi-Colon, Bullet Points (Lists) Active and passive voice Formal vs informal tone | Formal vs informal tone cont'd Punctuation 2 – Colon, Semi-Colon, Bullet Points (Independent Clauses) Hyphens | Revision Cohesion | Consolidation |
| Word reading | Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet | | | | | |
| Reading comprehension | Pupils should be taught to: <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | | | | | |

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| | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary and provide reasoned justifications for their views |
| Writing transcription | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus |
| Handwriting | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task |
| Writing composition | <p>Pupils should be taught to:</p> |

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| | <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| <p>Writing – vocabulary, grammar and punctuation</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause |

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| | <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading |
| Word | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] |
| Sentence | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] |
| Text | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |

We also use our **progression in writing** document to help guide us identifying next steps in learning.

| Year Group | Conjunction | Useful sentence starters | Sentence types | Adding Detail | | |
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| | | | | Relative Pronoun | Subordinate clause | Noun phrase |
| 6 | <p>Subordinating : Consolidate from Y5. Other conjunctions that can be introduced: Despite + <u>ing</u> <i>Despite feeling full, the giant continued to scoff down food.</i></p> <p>Unless</p> | <p>Consolidate from Y5.</p> <p>Once children are secure with using <u>ing / ed</u> verbs at the start of a sentence <i>or</i> after the person, introduce different types of parenthesis:</p> <p>The boy, smiling broadly, opened his present and jumped for joy.</p> <p><i>Becomes:</i></p> <p>The boy - smiling broadly - opened his present and jumped for joy.</p> <p>Confused <u>by what she saw</u>, the girl slumped back in her chair</p> | <p><i>See end of keystage framework.</i></p> | <p>Consolidate drop-ins from Yr 5 with 'which' or 'who'</p> <p><u>Examples:</u></p> <p>Use an <u>ing</u> verb – with more detail <u>or</u> a conjunction</p> <p>Jamie, who was jumping up and down <u>as</u> he was so excited, shouted to his friend.</p> <p>Use an <u>ed</u> verb:</p> <p>To extend the use of <u>ed verbs</u> in drop-ins, get rid of 'who was' and insert parenthesis.</p> <p>EXAMPLE:</p> <p>Jamie, who was excited and red faced, ran through the hall.</p> <p><i>Becomes:</i></p> <p>Jamie, - excited and red faced - ran through the hall.</p> | <p>Tom descended the cliffs, his hands clinging desperately to the jagged rocks.</p> <p>(his + <u>ing</u> verb and a comma to extend a sentence)</p> | <p>Consolidate form Y5 using 'with' to expand nouns or verbs.</p> <p>The teacher, with a smile on her face, swept across the room.</p> <p><i>Becomes:</i></p> <p>With a smile on her face, the teacher swept across the room.</p> |

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| | | <p><i>Becomes:</i> The girl - confused <u>by what she saw</u> - slumped back in her chair.</p> <p>Passive voice AND determiners (building on year 3- 4) in <u>chronological</u> <u>reports:</u></p> <p>Most unicorns <i>are</i> <i>believed</i> to have horns, but some have none at all.</p> | | <p><i>OR</i></p> <p>Jamie, excited and red faced, ran through the hall. p</p> | | |
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