

Year N English overview

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
<ul style="list-style-type: none"> ▪ Self-registration – as part of the daily routine children are encouraged to self-register - recognising own name written on name card. ▪ A range of Pre-literacy skills Nursery Rhymes Instruments Listening games ▪ Letters and Sounds Phase 1 Sound discrimination ' environmental, body, voice & instrumental sounds. ▪ Nursery Rhymes, Story Rhymes ▪ Syllables in words ▪ Onset & Rime ▪ Oral blending & segmenting ▪ Knows that print carries meaning and, in English, it is read from left to right and top to bottom. 	<ul style="list-style-type: none"> ▪ Children have the opportunity to gain enjoyment and pleasure from all types of books. ▪ Enjoy rhyming and rhythmic activities ▪ Listen to and joins in with stories and poems, one-to-one and also in small groups ▪ Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. ▪ Shows interest in illustrations and print in books and print in the environment. ▪ Looks at books independently ▪ Children will have access to good quality texts ▪ Recognise rhythm in spoken words ▪ Suggest how the story might end ▪ Listen to stories with increasing attention and recall ▪ Handle books carefully, hold books the correct way up and turn pages. ▪ Builds up vocabulary that reflects the breadth of their experiences ▪ Build up rhythms ▪ Beginning to be aware of the way stories are structured. ▪ Describe main story settings, events and principal characters. ▪ Knows that print carries meaning and, in English, it is read from left to right and top to bottom. ▪ Build stories around toys ▪ Beginning to use more complex sentences to link thoughts. 	<ul style="list-style-type: none"> ▪ A range of Pre-literacy skills: Nursery Rhymes, instruments, listening games ▪ Sound discrimination ' environmental, body, voice & instrumental sounds. ▪ Nursery Rhymes, Story Rhymes ▪ Syllables in words ▪ Onset & Rime ▪ Builds up vocabulary that reflects the breadth of their experiences ▪ Builds up rhythms ▪ Oral blending & segmenting ▪ Beginning to use more complex sentences to link thoughts. 	<ul style="list-style-type: none"> ▪ Builds up vocabulary that reflects the breadth of their experiences ▪ Using new vocabulary ▪ Retelling stories ▪ Telling stories using puppets/images 	<ul style="list-style-type: none"> ▪ Busy finger activities – play dough, threading, lacing, nuts and bolts, puzzles etc ▪ Action rhymes ▪ Yoga, Write dance and Physio-gym ▪ Outdoor play – climbing, sweeping and mopping, chalks ▪ Draws lines and circles using gross motor movements ▪ Uses one handed tools and equipment ▪ Holds pencil between thumb and two fingers, no longer using whole-hand grasp ▪ Holds pencil near point between first two fingers and thumb and uses it with good control ▪ Can copy some letters, e.g. Letters from their name 	<ul style="list-style-type: none"> ▪ Can fill in missing word or phrase in a known rhyme ▪ Joins in with repeated refrains ▪ Enjoys rhyming and rhythmic activities ▪ Shows awareness of rhyme and alliteration ▪ Recognises rhythm in spoken words

Year R English overview

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
<ul style="list-style-type: none"> ▪ Letters and sounds Phase 2 phonics: <ul style="list-style-type: none"> ▪ Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss ▪ Letters and sounds Phase 3 phonics: <ul style="list-style-type: none"> ▪ Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er ▪ Join in with stories, rhymes and songs. ▪ Shows interest in illustrations and print in books and print in the environment ▪ Recognises familiar words and signs such as own name and advertising logos ▪ Looks at books independently ▪ Holds books the correct way up and turns pages ▪ Individual readers - phonetically decodable reading books. ▪ Hears and says the initial sound in words. ▪ Can segment the sounds in simple words and blend them together and knows which letters represent some of them ▪ Begins to read words and simple sentences ▪ Use phonic knowledge where appropriate. Cvc/cvcc words ▪ Labels and captions ▪ Extended sentences ▪ Children read and understand simple sentences ▪ They use phonic knowledge to decode regular words and read them aloud accurately ▪ They also read some common irregular words ▪ Read phonetically regular words of more than one syllable as well as many irregular but high frequency words ▪ Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary 	<ul style="list-style-type: none"> ▪ Shared reading ▪ Dialogic reading ▪ Suggest how a story might end ▪ Describe main story settings, events and principal characters ▪ Handle books carefully ▪ Know information can be relayed in the form of print ▪ Know that print carries meaning and, in English, is read from left to right and top to bottom ▪ Continue a rhyming string ▪ Use vocabulary and forms of speech that are increasingly influenced by their experiences of books ▪ Enjoy an increasing range of books ▪ Knows that information can be retrieved from books and computers ▪ Enjoy a range of different texts ▪ Demonstrate understanding when talking with others about what they have read. ▪ Describe the main events in the simple stories they have read ▪ Show interest in book and rhymes and may have favourites ▪ Have favourite stories, rhymes, song, poems or jingles ▪ Can fill in missing word or phrase in a known rhyme, story or game ▪ Repeat words of phrases from familiar stories. ▪ Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. ▪ Listen to and join in with stories and poems, one to one and also in small groups 	<ul style="list-style-type: none"> ▪ Hears and says the initial sound in words ▪ Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ▪ Hears and says the initial sound in words. ▪ Can segment the sounds in simple words and blend them together. ▪ Links sounds to letters, naming and sounding the letters of the alphabet. ▪ Representing some sounds correctly and in sequence. ▪ Children use their phonic knowledge to write words in ways which match their spoken sounds. ▪ Some words are spelt correctly and others are phonetically plausible. ▪ Child can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. 	<ul style="list-style-type: none"> ▪ Give meaning to marks they make as they draw, write and paint. ▪ Begin to break the flow of speech into words. ▪ Continues a rhyming string. ▪ Writes own name and other things such as labels, captions and lists. ▪ Attempts to write short sentences in meaningful contexts. ▪ Representing some sounds correctly and in sequence. ▪ Simple sentences using phonic knowledge ▪ Write some irregular common words. ▪ Write simple sentences which can be read by themselves and others. ▪ Child writes their own labels, captions, messages and simple stories which can be read by themselves and others. 	<ul style="list-style-type: none"> ▪ Shows a preference for a dominant hand. ▪ Begins to use anticlockwise movement and retrace vertical lines. ▪ Begins to form recognisable letters. ▪ Uses clearly identifiable letters to communicate meaning. ▪ They handle pencils effectively for writing. ▪ They hold paper in position and use their preferred hand for writing, using a correct pencil grip. (EXC) ▪ They are beginning to be able to write on lines and control letter size. (EXC) 	<ul style="list-style-type: none"> ▪ listen to poems being read and talk about likes and dislikes ▪ join in with class rhymes and poems ▪ copy actions ▪ enjoy playing with words ▪ look carefully at experiences and choose words to describe ▪ use simple repeating patterns <p><u>Poems:</u></p> <p>Seasons</p> <p>Weather</p> <p><u>Rhymes:</u></p> <p>Nursery rhymes and number rhymes</p> <p><u>Rhymes to learn by heart:</u></p> <p>Nursery rhymes and number rhymes</p>

Genre coverage	1	2	3	4	5	6
Fiction	<ul style="list-style-type: none"> ▪ Stories with repeating patterns ▪ Stories in familiar settings ▪ traditional tales ▪ Stories about fantasy worlds 	<ul style="list-style-type: none"> ▪ Stories in familiar settings ▪ Traditional tales from a variety of cultures ▪ Stories by the same author ▪ Adventure stories 	<ul style="list-style-type: none"> ▪ Plays ▪ Stories with a historical setting ▪ Stories from other cultures ▪ Adventure stories 	<ul style="list-style-type: none"> ▪ Myths and Legends ▪ Play scripts ▪ Stories from other cultures ▪ Imaginative Stories ▪ Shakespeare 	<ul style="list-style-type: none"> ▪ Fables, myths and legends (Viking Saga and Odd and The Frost Giants) ▪ Older literature (The Rain Player) ▪ Classic fiction (Twisted Tales) ▪ Diary writing (Extracts from Anne Frank and Robert Scott) ▪ Shakespeare: A Midsummers Night's dream 	<ul style="list-style-type: none"> ▪ Historical settings/ myths and legends (Greek myths) ▪ Short stories (All Summer in a day) ▪ Writing with flashback (Storekeepers island) ▪ Writing inspired by a picture book (The arrival) ▪ Shakespeare: Romeo and Juliette ▪ Stories with twist (The Giant's Necklace)
Non-fiction	<ul style="list-style-type: none"> ▪ Labels, lists, captions ▪ Instructions ▪ Information texts ▪ Dictionary work ▪ Recount 	<ul style="list-style-type: none"> ▪ Postcards & Letters ▪ Instructions ▪ Information texts ▪ Reports ▪ Explanation 	<ul style="list-style-type: none"> ▪ Non-chronological Reports ▪ Instructions ▪ Explanations ▪ Recounts ▪ Persuasive writing ▪ Letters/ informal writing 	<ul style="list-style-type: none"> ▪ Information texts ▪ Recounts ▪ Persuasive Writing ▪ Instructions and Explanations ▪ Newspaper reports ▪ Speech writing 	<ul style="list-style-type: none"> ▪ Biographies/ autobiographies (Astronauts) ▪ Newspaper style recounts (Viking linked) ▪ Explanation reports (Mayan Chocolate) ▪ Letters (informal Astronauts) ▪ Arguments (climate change) ▪ Recount (trip) ▪ Non-chronological Reports ▪ Blogs and reports ▪ Diary entries 	<ul style="list-style-type: none"> ▪ Newspaper articles (The Trojan Horse) ▪ Recount (o2) ▪ Balanced arguments (Egyptian slavery) ▪ Persuasive writing (PGL trip) ▪ Persuasive writing (speech) ▪ Formal letters (fund raising) ▪ Instructions (recipes) ▪ Diary entries
Poetry	<ul style="list-style-type: none"> ▪ Poems with pattern and rhyme ▪ Poems about the senses ▪ Humorous poems/ rhymes 	<ul style="list-style-type: none"> ▪ Songs and repetitive poems ▪ Traditional poems ▪ Favourite poems 	<ul style="list-style-type: none"> ▪ Poems to perform ▪ Shape poems ▪ Poetry to express emotions 	<ul style="list-style-type: none"> ▪ Creating images ▪ List poems ▪ kennings 	<ul style="list-style-type: none"> ▪ Poetic style ▪ Performance poetry (Cinquains) ▪ Classic poems 	<ul style="list-style-type: none"> ▪ Choral or performance poems (The Night Before Christmas) ▪ Free form poetry (Meeting Midnight and The Magic box) ▪ Narrative poetry (The Highway Man)

Year 1 English overview

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
<ul style="list-style-type: none"> ▪ Letters and sounds Phase 3 phonics – digraphs re visit Ff/Ii/ss/zz/ck ▪ Recap nk, ai,oi,ee.oo.oo.ar.or,ur,ow, ▪ Echo reading ▪ Read unfamiliar and nonsense words containing gpcs taught ▪ Year 1 words ▪ Reading whole words without overt sounding ▪ Apply phonic knowledge and skills to decode ▪ Phase 3 letters and sounds er,ear,air and ure ▪ Phonics phase 4 syllables ▪ Increased whole word recognition ▪ Echo reading ▪ Read unfamiliar and nonsense words containing gpcs taught ▪ Read some common exception words ▪ Apply phonic knowledge to decode words ▪ Speedily read all 40+ letters/groups for 40+ phonemes ▪ Read accurately by blending taught GPC ▪ Read common suffixes (-s, -es, -ing, -ed, etc.) ▪ Read multi-syllabic words containing taught gpcs ▪ Read contractions and understand use of apostrophe ▪ Read aloud phonetically decodable texts ▪ Letters and sounds Phase 5 phonics ▪ Ay oi oi ie ea oy ir ue aw wh ph oe au ey split dipraphs ▪ Tricky words: Oh their people ▪ Prefixes/suffixes (un) ▪ Verb endings: ing ed ▪ Accuracy ▪ Increased whole word recognition ▪ Alternatives: i o c g u ow ea er a y ch ou ai c ee ch igh f ▪ Phase 5c - oa m oo n(kn gn) ow ng oi r ar s ear sh air v ▪ Apply phonic knowledge and skills to decode ▪ Phase 5 c or w ur w er l o ure 	<ul style="list-style-type: none"> ▪ Letters and sounds Phase 3 phonics – digraphs re visit Ff/Ii/ss/zz/ck ▪ Recap nk, ai,oi,ee.oo.oo.ar.or,ur,ow, ▪ Echo reading ▪ Read unfamiliar and nonsense words containing gpcs taught ▪ Year 1 words ▪ Reading whole words without overt sounding ▪ Apply phonic knowledge and skills to decode ▪ Phase 3 letters and sounds er,ear,air and ure ▪ Phonics phase 4 syllables ▪ Increased whole word recognition ▪ Echo reading ▪ Read unfamiliar and nonsense words containing gpcs taught ▪ Read some common exception words ▪ Apply phonic knowledge to decode words ▪ Speedily read all 40+ letters/groups for 40+ phonemes ▪ Read accurately by blending taught GPC ▪ Read common suffixes (-s, -es, -ing, -ed, etc.) ▪ Read multi-syllabic words containing taught gpcs ▪ Read contractions and understand use of apostrophe ▪ Read aloud phonetically decodable texts ▪ Letters and sounds Phase 5 phonics ▪ Ay oi oi ie ea oy ir ue aw wh ph oe au ey split dipraphs ▪ Tricky words: Oh their people ▪ Prefixes/suffixes (un) ▪ Verb endings: ing ed ▪ Accuracy ▪ Increased whole word recognition ▪ Alternatives: i o c g u ow ea er a y ch ou ai c ee ch igh f ▪ Phase 5c - oa m oo n(kn gn) ow ng oi r ar s ear sh air v ▪ Apply phonic knowledge and skills to decode ▪ Phase 5 c or w ur w er l o ure 	<ul style="list-style-type: none"> ▪ Words containing each of the 40+ phonemes taught ▪ Common exception words ▪ The days of the week ▪ Name the letters of the alphabet in order ▪ Using letter names to distinguish between alternative spellings of the same sound ▪ Using the spelling rule for adding –s or –es as the plural for nouns and the third person singular for verbs ▪ Using the prefix un– ▪ Using –ing, –ed, –er and –est where no change is needed in the spelling of root words ▪ Apply simple spelling rules and guidance from Appendix 1 ▪ Regular plural noun suffixes (-s, -es) ▪ Verb suffixes where root word is unchanged (-ing, -ed, -er) ▪ Un- prefix to change meaning of adjectives/adverbs ▪ To combine words to make sentences, including using and ▪ Sequencing sentences to form short narratives ▪ Separation of words with spaces ▪ Sentence demarcation (. ! ?) ▪ Capital letters for names and pronoun 'I') ▪ 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' ▪ Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark ▪ Capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	<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 their writing aloud clearly enough to be heard by their peers and the teacher ▪ 5 star sentences <ul style="list-style-type: none"> ▪ Finger space ▪ Capital letter ▪ Full stop ▪ Spelling ▪ Makes sense ▪ Recipe writing ▪ Simple fact file ▪ Story mapping ▪ Simple letter ▪ Simple fact file ▪ Recount ▪ Instruction writing 	<ul style="list-style-type: none"> ▪ Write from memory simple sentences dictated by the teacher that include words using the gpcs and common exception words taught so far ▪ 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' and to practise these ▪ Use pre-cursive handwriting style 	<ul style="list-style-type: none"> ▪ Learning to appreciate rhymes and poems and to recite some by heart ▪ Discuss own response and what the poem is about ▪ Talk about favourite words or parts of a poem ▪ Notice the poem's pattern ▪ Listen to and discuss a wide range of poems ▪ Recognising and joining in with predictable phrases ▪ Learning to appreciate rhymes and poems, and to recite some by heart <p><u>Poems:</u></p> <p>Season and weather poems - from I can Read Poetry Oxford Reading Tree</p> <p><u>Rhymes:</u></p> <p>Head Shoulders Knees and Toes</p> <p>Familiar nursery rhymes</p> <p>Now we are six</p> <p><u>Poems & rhymes to learn by heart:</u></p> <p>Rumble in the jungle (part of)</p> <p>Nursery rhymes and number rhymes</p>

Year 2 English overview

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
<ul style="list-style-type: none"> ▪ Revisit and consolidate phase 5 - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e ▪ Apply phonic knowledge ▪ Year 2 common exception words ▪ Intonation ▪ secure phonic decoding until reading is fluent ▪ read accurately by blending, including alternative sounds for graphemes ▪ read multi-syllabic words containing these graphemes ▪ read most words quickly & accurately without overt sounding and blending ▪ Read aloud books ▪ sound out unfamiliar words accurately, automatically and with undue hesitation. ▪ Read words containing common suffixes. ▪ Read accurately words of two or more syllables. ▪ Read accurately by blending the sounds in words that contain the graphemes taught so far. ▪ Continue to apply phonic knowledge and skills as the route to decode words. ▪ Re-read books to build up fluency and confidence in word reading ▪ 	<ul style="list-style-type: none"> ▪ Show pleasure in reading ▪ Discuss preferences ▪ listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales ▪ discuss and clarify the meanings of words, linking new meanings to known vocabulary ▪ discuss their favourite words and phrases ▪ identify effective vocabulary ▪ discuss the sequence of events and how items of information are related ▪ draw on background information and vocabulary ▪ check that the text makes sense as they read and correct inaccurate reading ▪ make inferences on the basis of what is being said and done ▪ answer and ask questions about a text ▪ predict what might happen on the basis of what has been read so far ▪ be introduced to non-fiction books that are structured in different ways ▪ participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say ▪ explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves ▪ Recognise simple recurring literary language in stories and poetry 	<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 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ▪ learning to spell common exception words ▪ distinguishing between homophones and near-homophones ▪ learning the possessive apostrophe (singular) ▪ learning to spell more words with contracted forms ▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ▪ Word classes: verbs, adverbs, adding –ly ▪ apply spelling rules and guidelines from Appendix 1 ▪ sentences with different forms: statement, question, exclamation, command ▪ the present and past tenses correctly and consistently including the progressive form ▪ subordination (using when, if, that, or because) and coordination (using or, and, or but) ▪ some features of written Standard English ▪ suffixes to form new words (-ful, -er, -ness) ▪ sentence demarcation ▪ commas in lists ▪ apostrophes for omission & singular possession ▪ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▪ noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma 	<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 ▪ evaluating their writing with the teacher and other pupils ▪ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▪ proofreading to check for errors in spelling, grammar and punctuation ▪ read aloud what they have written with appropriate intonation to make the meaning clear ▪ make simple additions, revisions and corrections to their own writing by: proof reading to check for errors in spelling, grammar and punctuation ▪ to write for a range of purposes ▪ increased stamina for writing 	<ul style="list-style-type: none"> ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. ▪ 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 ▪ ascenders and descenders clearly distinguishable ▪ 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. ▪ 	<ul style="list-style-type: none"> ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry ▪ recognising simple recurring literary language in poetry ▪ discussing their favourite words and phrases ▪ explain and participate in discussion about poems that are read to them and those that they can read for themselves, taking turns and listening to what others say <p><u>Classic poems:</u></p> <p>Poems about Journeys – Earl & Sensier</p> <p>Where my Wellies Take Me – Morpurgo (poetry)</p> <p><u>Poems to learn by heart:</u></p> <p>Poems to Perform – J Donaldson (The Rhythm of Life - Michael Rosen)</p>

Year 3 English overview

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
<ul style="list-style-type: none"> ▪ Intonation ▪ Word families ▪ Echo reading to build fluency and intonation ▪ Whole class guided reading ▪ Subject specific vocabulary ▪ Use dictionaries to check meanings of words ▪ Year 3 and 4 words. ▪ Echo reading and performance ▪ Accuracy ▪ Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. ▪ Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> ▪ Show pleasure in reading ▪ Compare and discuss a range of texts ▪ Identify words and phrases that capture the reader's interest ▪ Information retrieval ▪ Ensuring that text makes sense when reading ▪ Participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say ▪ Personal response to a text ▪ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ Read books that are structured in different ways ▪ Read for a range of purposes ▪ Increase familiarity with a wide range of books, including fairy stories, myths and legends, 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 ▪ Recognising some different forms of poetry ▪ Using dictionaries to check the meaning of words that they have read ▪ 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 ▪ Identifying main ideas drawn from more than one paragraph and summarising these ▪ 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 ▪ Discussing words and phrases that capture the reader's interest and imagination ▪ 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 	<ul style="list-style-type: none"> ▪ Spell further homophones ▪ Spell words that are often misspelt (Appendix 1) ▪ Use further prefixes and suffixes and understand how to add them ▪ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ▪ Use the first 2 or 3 letters of a word to check its spelling in a dictionary ▪ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition ▪ Using conjunctions, adverbs and prepositions to express time and cause (and place) ▪ Using the present perfect form of verbs in contrast to the past tense ▪ Form nouns using prefixes (super-, anti-) ▪ Use the correct form of 'a' or 'an' ▪ Word families based on common words (solve, solution, dissolve, insoluble) ▪ Using and punctuating direct speech ▪ Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> ▪ Discussing and recording ideas ▪ Story mapping ▪ Conscience alley ▪ Participate in drama activities to deepen understanding of character ▪ Composing and rehearsing sentences orally (including dialogue) ▪ Progressively building a varied and rich vocabulary ▪ Progressively building an increasing range of sentence structures ▪ Discuss writing similar to which they are planning to write ▪ In narratives, creating settings, characters and plot ▪ In non-narrative material, using simple organisational devices (headings & subheadings) ▪ 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 ▪ Proofread for spelling and punctuation errors ▪ Reading their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ▪ Write with an audience in mind 	<ul style="list-style-type: none"> ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ 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 	<ul style="list-style-type: none"> ▪ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ Recognise some different forms of poetry, (free verse, narrative, list) ▪ Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry ▪ Discussing words and phrases that capture the reader's interest and imagination <p style="color: red; text-decoration: underline;">Poetry (including different forms):</p> <p>Senses, limericks, haiku and riddles</p> <p style="color: red; text-decoration: underline;">Poems to learn by heart:</p> <p>Poems by Paul Hess (Rainforest Animals.)</p> <p>Poems by Marianne Berkes (Over in the jungle)</p>

Year 4 English overview

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
<ul style="list-style-type: none"> ▪ Recognition of known graphemes ▪ New vocabulary ▪ Subject specific vocabulary ▪ Year 3 and 4 words ▪ Echo reading to build fluency and intonation ▪ Appropriately selected texts ▪ Whole class guided reading ▪ Apply their growing knowledge of root words, prefixes and suffixes, 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 ▪ Root words ▪ Prefixes and suffixes ▪ Dictionaries ▪ Thesauruses ▪ Merchant of Venice ▪ Macbeth ▪ Playscripts ▪ Explanation texts ▪ Instructional texts ▪ ‘This morning I met a whale.’ By Michael Morpurgo ▪ ‘Atlantis’ by Christina Ballit ▪ Fairy tales by Hans Christian Andersen ▪ Escape from Pompeii by Christina Ballit ▪ Newspaper articles ▪ Non-chronological reports. ▪ Non-fiction text examples ▪ Persuasive text examples ▪ Narratives (The Quest for the Rain Drop of Life) 	<ul style="list-style-type: none"> ▪ Show pleasure in reading ▪ Participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say ▪ 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 ▪ 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 ▪ Recognising some different forms of poetry ▪ Using dictionaries to check the meaning of words that they have read ▪ 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 ▪ Identifying main ideas drawn from more than one paragraph and summarising these ▪ 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 ▪ Discussing words and phrases that capture the reader’s interest and imagination ▪ 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 ▪ Discuss the themes of a range of texts ▪ Infer the meaning of parts of and whole texts ▪ Discuss and evaluate author choices ▪ Consider being in role of characters within narratives and link to real life ▪ Identify roles of characters ▪ Make links to values ▪ Infer emotions of characters ▪ Emotion graph ▪ Identify shades of meaning ▪ Use of weather in texts to create mood/atmosphere ▪ Explore text structure and how it contributes to meaning ▪ Use of wordless texts (Window) ▪ Inferring meaning from a picture book ▪ Performance poems ▪ Summarising the main ideas within a text 	<ul style="list-style-type: none"> ▪ Spell further homophones ▪ Spell words that are often misspelt (Appendix 1) ▪ Use further prefixes and suffixes and understand how to add them ▪ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ▪ Use the first 2 or 3 letters of a word to check its spelling in a dictionary ▪ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ Difference between plural and possessive -s ▪ Standard English verb inflections (I did vs I done) ▪ Expanded noun phrases, including with prepositions ▪ Appropriate choice of pronoun or noun to create cohesion ▪ Using commas after fronted adverbials ▪ Indicating possession by using the possessive apostrophe with singular and plural nouns ▪ Using and punctuating direct speech (including punctuation within and surrounding inverted commas) ▪ Determiner, pronoun, possessive pronoun, adverbial 	<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 ▪ Participate in drama activities to deepen understanding of character ▪ Discussing and recording ideas ▪ Composing and rehearsing sentences orally (including dialogue) ▪ Progressively building a varied and rich vocabulary and an increasing range of sentence structures ▪ Organising paragraphs around a theme ▪ In narratives, creating settings, characters and plot ▪ In non-narrative material, using simple organisational devices ▪ 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 ▪ Proofread for spelling and punctuation errors ▪ Reading their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ▪ Peer editing in small groups and pairs 	<ul style="list-style-type: none"> ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ 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 ensuring that downstrokes of letters are parallel and equidistant 	<ul style="list-style-type: none"> ▪ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ Recognise some different forms of poetry, (free verse, narrative, list) <p>Poetry (including different forms):</p> <p>If (Rudyard Kipling)</p> <p>Weather poems</p> <p>Poems to learn by heart:</p> <p>Double Double (Macbeth)</p> <p>Weather poetry</p>

Year 5 English overview

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
<ul style="list-style-type: none"> ▪ Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling. ▪ Root words ▪ Prefixes/suffixes ▪ Punctuation ▪ Adverbial & noun phrases ▪ Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling. ▪ Suffixes ▪ Homophones & near homophones ▪ Polysyllabic words ▪ Develop reading accuracy when reading at speed. ▪ ‘The rain player’ ▪ Instructional texts ▪ The man who bought a mountain ▪ Explanation texts ▪ Narrative poetry ▪ Example biographies ▪ Example letters ▪ Extracts from the Railway Children, Alice in Wonderland ▪ Model non-chronological report ▪ Diary extracts-Anne Frank, Robert Scott, Samuel Pepys ▪ Newspapers ▪ Odd and the Frost Giants ▪ The great plastic debate’ resources ▪ Model balanced argument ▪ A Midsummer Night’s Dream ▪ Pyramus and Thisbe drama & performance 	<ul style="list-style-type: none"> ▪ Show pleasure in reading ▪ Recommend books to peers ▪ Identifying and discussing themes and conventions in writing ▪ Find and retrieve ▪ Make predictions ▪ Discuss and evaluate author choices and impact on reader ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Point, Evidence, Explain ▪ Retrieve from non-fiction texts ▪ Identifying and discussing themes and conventions in writing. ▪ Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ▪ Evaluate the use of language ▪ Retrieve, record and present information from non-fiction. ▪ Distinguish between statements of fact and opinion. ▪ Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others’ ideas and challenging views courteously. ▪ 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 ▪ Making comparisons within and across books ▪ 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 	<ul style="list-style-type: none"> ▪ Spell some words with ‘silent’ letters • 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 Appendix 1 ▪ Use further prefixes and suffixes and understand the guidance for adding them ▪ 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 ▪ Using expanded noun phrases to convey complicated information concisely ▪ Using modal verbs or adverbs to indicate degrees of possibility ▪ Using the perfect form of verbs to mark relationships of time and cause ▪ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun ▪ Converting nouns or adjectives into verbs ▪ Verb prefixes ▪ Devices to build cohesion, including adverbials of time, place and number ▪ Using commas to clarify meaning or avoid ambiguity in writing ▪ Using brackets, dashes or commas to indicate parenthesis ▪ Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity ▪ Use devices to build cohesion within a paragraph e.g. Then, after that, this, firstly ▪ Subjunctive form 	<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 ▪ Multiple planning techniques: story mapping, comic strip, story mountain, formal planning, boxed up planning. ▪ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ Noting and developing initial ideas, drawing on reading and research where necessary ▪ 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 ▪ 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. ▪ Use a thesaurus ▪ Using expanded noun phrases to convey complicated information concisely ▪ Using modal verbs or adverbs to indicate degrees of possibility ▪ Use of learning walls and success criteria to improve writing 	<ul style="list-style-type: none"> ▪ Write legibly, fluently and with increasing speed ▪ Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> ▪ 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 <p>Poetry:</p> <p>Cinquains</p> <p>The Jabberwocky</p> <p>Poems to learn by heart:</p> <p>Cinquains</p> <p>The Night Before Christmas</p>

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
	<ul style="list-style-type: none"> ▪ Identifying and discussing themes and conventions in and across a wide range of writing ▪ 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 ▪ 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 ▪ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas ▪ 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 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 nonfiction ▪ Recommending books that they have read to their peers, giving reasons for their choices ▪ Participate in discussions about books, 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 ▪ Provide reasoned justifications for their views 				

Year 6 English overview

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
<ul style="list-style-type: none"> ▪ Root words, prefixes, suffixes ▪ Morphology and etymology ▪ New vocabulary bank ▪ Intonation and expression ▪ Echo reading to support reading decoding and expression ▪ Dictionaries ▪ Thesauruses ▪ Year 5 and 6 words ▪ Develop reading accuracy when reading at speed. ▪ Appropriately select challenging texts ▪ Consider and work out word meanings based on sentence context and root word knowledge ▪ Create a bank of new vocabulary, correct pronunciation and definition ▪ Intonation and expression when reading aloud, paying particular attention to punctuation ▪ Dictionaries to check word definitions ▪ Thesauruses to expand vocabulary ▪ Appropriately select challenging texts based on difficulty of vocabulary and subject content. ▪ Unfamiliar words focusing on all the letters in the word ▪ Accurately read all words ▪ Identify and apply knowledge of year 5 and 6 words. 	<ul style="list-style-type: none"> ▪ Show pleasure in reading ▪ Themes, conventions and comparisons in wide range of writing ▪ Explain and discuss understanding of text through formal presentations and debates. ▪ Provide reasoned justifications for views. ▪ Consider different accounts of same event, discuss viewpoints. ▪ Checking sense, discuss understanding, explore meaning of words in context ▪ Identify how language, structure and presentation contribute to meaning. ▪ Discuss and evaluate author choices (including figurative language) and impact on reader ▪ Explain and discuss understanding of text through formal presentations and debates. ▪ Compare characters ▪ Use information retrieval skills. E.g. Scan reading ▪ Extend vocabulary ▪ Dictionary to find definitions ▪ Thesaurus to explore synonyms and their appropriateness ▪ Learn wide range of poetry by heart. ▪ Identify how language, structure and presentation contribute to meaning. ▪ Apply what they have learnt to writing. ▪ Learn conventions of different types of writing including level of formality and person. ▪ Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. ▪ 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 ▪ Making comparisons within and across books ▪ 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 	<ul style="list-style-type: none"> ▪ Spell some words with 'silent' letters ▪ 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 appendix 1 ▪ Use further prefixes and suffixes and understand the guidance for adding them ▪ 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 ▪ Using expanded noun phrases to convey complicated information concisely ▪ Using modal verbs or adverbs to indicate degrees of possibility ▪ 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 ▪ Differences in informal and formal language ▪ Synonyms & antonyms ▪ Further cohesive devices such as grammatical connections and adverbials ▪ Use of ellipsis ▪ Using hyphens to avoid ambiguity ▪ Using semicolons, colons or dashes to mark boundaries between independent clauses ▪ Using a colon to introduce a list punctuating bullet points consistently ▪ Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points ▪ Word endings: cious or tious, cial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly 	<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 ▪ Multiple planning techniques: story mapping, comic strip, story mountain, formal planning, boxed up planning. ▪ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ Noting and developing initial ideas, drawing on reading and research where necessary ▪ 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 ▪ 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. ▪ Use a thesaurus ▪ Using expanded noun phrases to convey complicated information concisely ▪ Using modal verbs or adverbs to indicate degrees of possibility ▪ Use of learning walls and success criteria to improve writing 	<ul style="list-style-type: none"> ▪ Write legibly, fluently and with increasing speed ▪ Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> ▪ 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 <p><u>Poetry:</u></p> <p>The magic box by michael rosen</p> <p>Meeting midnight by carol anne duffy</p> <p><u>Poems to learn by heart:</u></p> <p>The highwayman</p>

Reading: decoding	Reading: comprehension	Writing: GPS	Writing: composition	Writing: transcription	Poetry
	<ul style="list-style-type: none"> ▪ Identifying and discussing themes and conventions in and across a wide range of writing ▪ 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 ▪ 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 ▪ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas ▪ 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 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 nonfiction ▪ Recommending books that they have read to their peers, giving reasons for their choices ▪ Participate in discussions about books, 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 ▪ Provide reasoned justifications for their views 				