

The English Curriculum at Parklee Community Primary School

Whole School Progression Map

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching of writing

The Curriculum requires that children are taught key skills and processes that are essential for writing:

- Planning
- Drafting and writing
- Evaluating and Editing
- Proof reading
- Reading aloud to others

As part of this process, children are to be given opportunities to write for real purposes and audiences. This document outlines the writing forms that would fit with each year group along with the statutory grammar, punctuation and vocabulary elements.

Progression in grip Development



Palmar supinate grip

- Muscles in arm need to strengthen
- Shoulder and wrist pivots for increased dexterity
- Palm arches



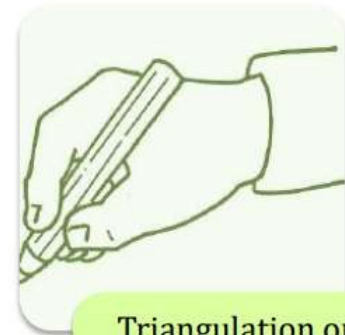
Digital pronate grip

- First grip change which involves greater wrist pivoting
- Areas to develop as before



Static tripod grip

- Control typically comes from the little finger



Triangulation or tripod grip

Statutory Requirements – English in Reception

CL: Speaking	<ul style="list-style-type: none"> To use past, present and future forms accurately when talking about events Extend vocabulary exploring meaning and sounds of new words To express themselves effectively showing awareness of the listener To develop own stories in their play and to develop explanations by connecting ideas and events. 					
Literacy: Reading	<ul style="list-style-type: none"> To use phonic knowledge to decode regular words and read them aloud accurately To read and understand simple sentences To read some common irregular words To demonstrate understanding when talking with others about what they have read. 					
Literacy: Writing	<ul style="list-style-type: none"> To use phonic knowledge to write words in ways which match their spoken sound. To write some irregular common words Begin to form simple sentences – sometimes with punctuation, which can be read by themselves and others To expect written text to make sense and check for sense if it does not To spell some words correctly and others to be phonetically plausible. To use a pencil and hold it effectively to form recognisable letters 					
Fine motor : see page 2 for grip development	<p>Reception children are encouraged to develop their gross and fine motor skills needed for an effective pencil grip and successful control. This encouraged through activities such as Dough Gym and other fine motor developing activities.</p> <p>Wrist pivot: bend the wrist to nearly 45 degrees when undertaking any mark making.</p> <ul style="list-style-type: none"> Effective tripod grip with mark making implement between thumb and forefinger and supported with middle finger. <p>ELG Physical: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>					
Handwriting Requires essential gross and fine motor skills along with	<p>Support development in grip development (see Progression of Grip Development) so that the child has an effective tripod grip. Development is outlined in the areas above.</p> <ul style="list-style-type: none"> Write first name independently using the correctly formed letters and with a capital at the beginning. Form digits 0 – 9 <p>ELG writing: Write recognisable letters, most of which are correctly formed;</p>					
Ambitious Vocabulary (Vocabulary selection taken from Pathways focus texts per half term)	peace hour tired nocturnal presending leaky peeped uncomfortable	beware chuckled squealed excitedly galloped leaped scurried trembled clattered	handsome powerful reflection London traffic passengers cosy winch	warnings pelican barrel trudged special marched growled silently	herbivore carnivore omnivore graze beware explore muffled survived	beloved pounded tumble curiously battered shimmering shoals hitched dock and harbour

Staff in EYFS provide many exciting writing opportunities for the children, both focused sessions and through continuous provision. They follow the Pathways planning when it is appropriate and grips the children's interests, if texts are changed the objectives (Pathways Keys) for each unit are followed to maintain progression.

The EYFS Curriculum is followed to ensure the children reach the ELG's for English and are ready for transition to the Year 1 curriculum.

English Overview - Reception

Autumn Term		Spring Term		Summer Term	
Peace at Last By Jill Murphy	The Three Little Pigs By Mara Alperin	Naughty Bus By Jan Oke	The Pirates Are Coming By John Condon	Gigantasaurus By Jonny Duddle	The Sea Saw By Tom Percival
Additional Texts: Goldilocks and the three bears by Lauren Child Whatever Next by Jill Murphy Lullabyhullabaloo by Mick Inkpen	Additional Texts: The 3 Ninja Pigs by Corey Rosen Schwartz The 3 Little Wolves and the Big Bad Pig by Eugene Trivizas There's a pig up my nose by John Dougherty	Additional Texts: On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the Bus by Patricia Cleveland Peck	Additional Texts: The Pirates Next Door by Jonny Duddle. Ten Little Pirates by Mike Brownlow. How I became a Pirate by Melind Long. Commotion in the Ocean by Giles Andreae. Peter Pan (1953 film) by Disney	Additional Texts: Dinosaur Roar by Paul Stickland Katie and the Dinosaurs by James Mayhew The Big Book of Dinosaurs by Usborne How big is a million? By Anna Milbourne Volcanoes Usborne Beginners	Additional Texts: That rabbit belongs to Emily Brown by Cressida Cowell The Teddy Robber by Ian Beck Where's my teddy? By Jez Alborough Under the same sky by Britta Teckentrup
Outcome Fiction – Story with character Oral retell of the story. Draw images and write labels to represent the story.	Outcome Fiction – Traditional tale with character focus To label a plan and attempt to write a simple caption	Outcome Recount To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus	Outcome Fiction – Recount To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	Outcome Fiction To rewrite the story	Outcome Fiction To rewrite the story
Writing (Gateway & Mastery)	Writing (Gateway & Mastery)	Writing (Gateway & Mastery)	Writing (Gateway & Mastery)	Writing (Gateway & Mastery)	Writing (Gateway & Mastery)
<ul style="list-style-type: none"> • Use some of their print and letter knowledge in early writing • Write some or all of their name • Write some letters accurately • Spell words by identifying the sounds and then writing the sound with letter/s • Form lower-case letters correctly 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in early writing • Write some or all of their name • Write some letters accurately • Spell words by identifying the sounds and then writing the sound with letter/s • Form lower-case correctly 	<ul style="list-style-type: none"> • Form lower-case letters correctly • Spell words by identifying the sounds and then writing the sound with the letter/s • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Form lower-case letters correctly • Spell words by identifying the sounds and then writing the sound with the letter/s • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Form lower-case letters and some capital letters correctly • Spell words by identifying the sounds and then writing the sound with the letter/s • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Form lower-case letters and some capital letters correctly • Spell words by identifying the sounds and then writing the sound with the letter/s • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense

Statutory Requirements - English in Year 1

Grammar-word	<ul style="list-style-type: none">• Use plural noun suffixes -s and -es• Add suffixes to verbs where no change is needed to the root• Change the meaning of verbs and adjectives by adding prefix un-										
Grammar-sentence	<ul style="list-style-type: none">• Combine words to make sentences• Leave spaces between words• Join words and clauses using <i>and</i>• Sequence sentences to form short narratives										
Grammar-Punctuation	<ul style="list-style-type: none">• Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark										
Writing - Composition	<ul style="list-style-type: none">• Write sentences:• Say out loud what is going to be written about• Compose a sentence orally before writing it• Sequence sentences to form short narratives• Re-read and check sense• Discuss what has been written with the teacher or other pupils• Read writing aloud clearly enough to be heard by peers and the teacher										
Fine Motor Skills	<ul style="list-style-type: none">• Effective tripod grip is maintained when undertaking any mark making including: writing, drawing and painting.										
Handwriting Requires frequent and discrete direct teaching.	<ul style="list-style-type: none">• Understand families of ascenders and descenders.• Consistently form digits 0-9 starting from the top.• Form capital letters from the top and use to accurately write first name and surname.• Most letters sit on the line correctly.										
Terminology children MUST know by the end of Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.											
Ambitious vocabulary examples	absorb adorable advice ancient	arctic avoid careless classify	compare continent convince courageous	dazzled effort elegant embarrass	enraged exclaim expert expression	fierce gasp glamorous	glide impossible intelligent	magnificent miserable observe	pause(d) predict	respect responsible spoil	wander weigh

Genres suitable for Y1: Narrative Recount (diary, letter) Information Drawing and labelling story maps Questions and exclamations to open and close diaries and letters and questions to characters Speech bubbles to link with drama work		
Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught. Spell common exception words.		
Statutory Requirements During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.		
Statutory requirements	Rules and guidance	Examples
Name the letters of the alphabet	Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound	
Use the prefix un	To change the meaning to negative or opposite	unhappy, undo, unwell, undress
Words ending –y		very, happy, funny, party, family
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like ss, sh, zz, ch, x it is spelt as –es. All others have –s.	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	–ing and –er always add an extra syllable to the word and –ed sometimes does.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper, grander, grandest, fresher, freshest, quicker, quickest
Adding –er and –est to adjectives where no change is needed to the root word	.	

Statutory Requirements - English in Year 2

Grammar-word	<ul style="list-style-type: none"> Form nouns using suffixes such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Form adjectives using suffixes such as <i>–ful</i>, <i>–less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use the suffixes <i>–er</i>, <i>–est</i> in adjectives and use <i>–ly</i> in Standard English to turn adjectives into adverbs
Grammar Sentence	<ul style="list-style-type: none"> Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Write sentences with different forms: Statement, question, exclamation or command
Grammar Tenses	<ul style="list-style-type: none"> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]
Grammar-Punctuation	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Writing Composition	<p>Develop positive attitudes towards and stamina for writing:</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence <p>Make simple additions, revisions and corrections:</p> <ul style="list-style-type: none"> Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation
Fine motor	<ul style="list-style-type: none"> Effective tripod grip and wrist pivot enables unlaboured and accurate letter formation
Handwriting Requires frequent and discrete direct teaching	<ul style="list-style-type: none"> Start using some diagonal and horizontal strokes. Understands which letters are 'break letters' and left unjoined (o,r,u,v,w,x) Form 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

Terminology children MUST know by the end of Year 2:

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase

Adventurous vocabulary examples	astonished chaotic coax contribute	crouched devastated	distress dusk endless	familiar frantic ghastly	heroic irritate mischievous	mysterious nuisance outrageous	possession precious queasy ruined	shivering stern (ly) stumble submerge	scent scramble shabby	valiant venture wailed weary	swerved tremendous vague
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Genres suitable for Y2:

Narrative – character and setting description Recount –

trips/visits, diaries, postcards Information

Instructions – begin with a question ‘Have you ever tried to create your own monster?’ Follow with commands Question and answer quizzes to characters or in non-fiction

Rules

Diaries/ postcards/letters - open and close with questions and exclamations

Speech bubbles and reported speech within stories (not with speech punctuation) e.g. Throw those beans out of the window shouted Jack’s mum. Setting description e.g. *The sun was shining and the birds were singing happily.*

Poetry





































Word

Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills:

Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes

Spell common exception words.

Year 1					
Your Phonics Pathway					
Phase and unit	GPCs	Common Irregular Words/ High-Frequency Words	Fiction		Non-Fiction
Phase 5 Unit 13	/w/ wh, /f/ ph	oh, their, people		  	 
Phase 5 Unit 14	/ai/ ay, a-e, igh, ey, ei	Mr, Mrs, Ms		  	 
Phase 5 Unit 15	/ee/ ea, e-e, ie, ey, y	looked, called, asked		  	 
Phase 5 Unit 16	/igh/ ie, i-e, y, i	water, where		  	 
Phase 5 Unit 17	/oa/ ow, o-e, o, oe	who, again		  	 
Phase 5 Unit 18	/oo/ (long) ew, ue, u-e /oo/ (short) u, ou	thought, through		  	 
Phase 5 Unit 19	/or/ aw, au, ai	work, laughed, because		  	 
Phase 5 Unit 20	/ur/ ur, er, ear	Thursday, Saturday, thirteen, thirty		  	 
Phase 5 Unit 21	/ow/ ou, /oi/ oy	different, any, many		  	 

Year 1					
Your Phonics Pathway	Phase and unit	GPCs	Common Irregular Words/ High-Frequency Words	Fiction	Non-Fiction
	Phase 5 Unit 22	/ear/ ere, eer, /air/ are, ear	eyes, friends	   	 
	Phase 5 Unit 23	/c/ c, k, ck, ch	two, once	   	 
	Phase 5 Unit 24	/s/ (s), (ss), c/s, sc, st/s/ /z/ se, /z/ se	great, clothes	   	 
	Phase 5 Unit 25	/j/ g/s, g/s, g/s, dge	it's, fm, fl, /ve	   	 
	Phase 5 Unit 26	/l/ le, /m/ mb, /n/ kn, gn, /r/ er	don't, can't, didn't	   	 
	Phase 5 Unit 27	/ch/ tch, /sh/ c(s), c(s), ss(s), t(s), ch, /r/ ea, /zh/ s(s), s(s), s(s), s(s), /oi/ (w), /oi/ o	first, second, third	   	 

Year 1 and 2 Common Exception Words

Year 1

the
a
do
to
today
of
said
says
are
were
was
is
his
has
I
you
your

they
be
he
me
she
we
no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year 2

door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb
most
only
both
old
cold

gold
hold
told
every
great
break
steak
pretty
beautiful
after
fast
last
past
father
class
whole
grass
pass

plant
path
bath
hour
move
prove
improve
sure
sugar
eye
could
should
would
who
any
many

clothes
busy
people
water
again
half
money
Mr
Mrs
parents
everybody
even



Medium Term Plan - Stage 2

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where 'w' makes a /w/ sound	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words	Step 13: Words where 'y' makes an /y/ sound	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Step 25: Words where the digraph 'ey' makes an /ee/ sound	Step 31: Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blow
Objective	Step 2: Words where 'g' makes a /j/ sound	Step 8: Words ending in 'ie'	Step 14: Words where '-ed' is added to words ending in 'y'	Step 20: Words where '-ing' is added to single syllable words	Step 26: Words where 'a' makes an /a/ sound	Step 32: Words that are homophones or near homophones
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lories	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantify, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	Step 3: Words where 'g' makes a /j/ sound	Step 9: Words ending in 'ei'	Step 15: Words where '-ed' is added to words ending in 'y'	Step 21: Words where '-ed' is added to single syllable words	Step 27: Words where 'or' and 'ar' make an /er/ or /ar/ sound	Step 33: Words ending in '-tion'
Words	gem, gym, plant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, binel, squirrel, hazel, vowel, anvil, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	Step 4: Words where 's' makes a /s/ sound before 'e', 't' and 'y'	Step 10: Words ending in 'ai'	Step 16: Words where '-er' and '-est' are added to words ending in 'y'	Step 22: Words where 'a' makes an /ar/ sound	Step 28: Words where 's' and 'ss' makes an /zh/ sound	Step 34: Words with an apostrophe for contraction
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Step 11: Words ending in 'il'	Step 17: Words where '-ing' is added to words ending in 'e'	Step 23: Words where 'u' makes an /u/ sound	Step 29: Words ending in '-ment' and '-ness'	Step 35: Words with an apostrophe for possession
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words ending in '-ful' and '-less'	Step 36: Challenge Words Words
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, gold	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour

Red Class English Overview - Year 1

Autumn Term		Spring Term		Summer Term	
Lost and Found by Oliver Jeffers (Fiction)	Nibbles by Emma Yarlett (Non-fiction)	The Lion Inside by Rachel Bright (Fiction)	The Curious Case of the Missing Mammoth by Ellie Hattie (Fiction)	Toys in Space by Mini Grey (Fiction)	Goldilocks and just the one bear by Leigh Hodgkinson (Fiction)
Additional Texts: <ul style="list-style-type: none"> Penguins by Emily Bone Zoo-ology by Joelle Jolivet Lost and Found (Film clip) 	Additional Texts: <ul style="list-style-type: none"> Goldilocks and The Three Bears By Emma Chichester Clark Little Red Riding Hood and Jack And The Beanstalk Texts The Gruffalo by Julia Donaldson 	Additional Texts: <ul style="list-style-type: none"> The Tiger Who Came to Tea By Judith Kerr Mog The Forgetful Cat By Judith Kerr How to be a Lion By Ed Vere 	Additional Texts: <ul style="list-style-type: none"> Lost in The Toy Museum by David Lucas Woolly Mammoth by Mick Manning How To Wash A Woolly Mammoth By Michelle Robinson and Kate Hindley 	Additional Texts: <ul style="list-style-type: none"> Space Dog By Mini Grey It Was a Dark and Stormy Night By Janet And Allan Ahlberg One True Bear By Ted Dewan 	Additional Texts: <ul style="list-style-type: none"> Old Bear Stories by Jane Hissey Dogger by Shirley Hughes Scaredy Bear By Steve Smallman
Outcome Fiction: Adventure Story Greater Depth To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting.	Outcome Recount: diary entry Greater Depth Add in further details about other characters' feelings	Outcome Fiction: journey story based on the structure Greater Depth Change both animals in the story.	Outcome Fiction: adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> . Greater Depth Change the setting of the story.	Outcome Fiction: fantasy story based on the structure Greater Depth Choose their own toy to write about and change the space creature. Extension: instructions	Outcome Fiction: traditional story based on the structure. Greater Depth Change the animal and the setting Extension: non-chronological report
Prior Learning (Gateway Keys) Write recognizable 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	Prior Learning (Gateway Keys) Compose a sentence orally before writing it Combine words to make sentences Use capital letters for names of people and the personal pronoun 'I' Leave spaces between words Begin to use capital letters and full stops	Prior Learning (Gateway Keys) Compose a sentence orally before writing it Join words using and Use plural noun suffixes –s and -es Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Leave spaces between word	Prior Learning (Gateway Keys) Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks Use 'and' between words and some clauses Some accurate use of the prefix unSome accurate use of suffixes (where no change is needed to the root of the word) e.g. - ed, -ing, -er, - est • Leave spaces between words	Prior Learning (Gateway Keys) Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est	Prior Learning (Gateway Keys) Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est Change the meaning of verbs and adjectives by adding the prefix un

Sentence Combine words to make sentences		Sentence Join words using and		Sentence Join words and clauses using and		Sentence Join words and clauses using and		Sentence Join words and clauses using and		Sentence Join words and clauses using and Use simple description	
Text		Text Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)		Text Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un-		Text Add suffixes to verbs where no change is needed to the root		Text Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-		Text Sequence sentences to form short narratives (link ideas or events by pronoun)	
Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun'I'		Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people		Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks		Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark	
Pathways Vocabulary:		Pathways Vocabulary:		Pathways Vocabulary:		Pathways Vocabulary:		Pathways Vocabulary:		Pathways Vocabulary:	
decide	penguin	nibble	forest	ignore	pack	peep	statue	grew	summer	lolloping	bear
check	office	chomp	beanstalk	forgotten	sand	gasp	midnight	quiet	spaceship	nip (into)	wood
disappointment	float	curious	goose	toothsome	rock	toot	mammoth	scared	medal	peeked	minute
discover	South Pole	rascal	atlas	tough	lion	thunderous	museum	resourceful	dawn	pleasant	twigs
delight	rowboat	critter	mountain	mighty	mouse	din	exhibition/exhibits	clever	reptile	frothy	leaves
realise	south	adventure	tambourine	weeniest	paw	regal	underwater	helpful	antennae	nodded off	cactus
head back	waves	nab		feast	plain	mutter	portrait	thoughtful	sphere	pottering	duvet
reach	mountains	cottage		slumber	mane	tramp	carnivore	beam	streamers	familiar	
wonderful		hullabaloo		whimper	week	struck	extinct	probe	float	penny dropped	
		crate		foe		unusual	endangered			plonked	
						wild					

Orange Class English Overview – Year 1&2

Autumn Term		Spring Term		Summer Term	
Meesha Makes Friends by Tom Percival	Katie in London by James Meyhew	Grandpa's Gift by Fiona Lumbers	Beegu by Alexis Deacon	Someone Swallowed Stanley by Sarah Roberts	A Midsummer Night's Dream by Lit for Little Hands
Outcome: Recount – Diary Entry To write a diary entry in the first person (Meesha) based on the events in the story. Greater Depth To write a diary entry in the first person based on events in the story including information about the characters feelings, making adventurous vocabulary choices.	Outcome: Information Text To write a non-chronological report about London using information gathered from the texts. Greater Depth To write a non-chronological report about London using information gathered from the texts including fun facts about some of the sights.	Outcome: Fiction - Journey Story To write a story about a character who finds magic in everyday things based on the structure of the text. Change the main character and the setting. Greater Depth To write a story about a character who finds magic in everyday things based on the structure of the text. Change both characters and the setting.	Outcome: Fiction Writing To write their own version of the story with a new lost creature. Greater Depth To write their own version of the story written in the first person.	Outcome: Non-Fiction – Fact Files To write information about the sea animals looked at in the texts. Greater Depth To write information about the sea animals looked at in the texts including sections on how to protect them.	Outcome: Fiction – Character Descriptions To write a character description based on the character that they have designed to include appearance, personality and how they use their magical flower. Greater Depth To write a character description based on the character that they have designed to include appearance, personality and how they use their magical flower. Add an additional section on how the spell can be undone. Additional opportunity to perform the play at the end of the unit.
Prior Learning (Gateway Keys) Y1 – write recognisable letters, correctly formed. Spell words using identifying sounds and representing sounds with letters. Write simple phrases and sentences that can be ready by others. Y2 – combine words to make sentences. Join words and clauses using and. Leave spaces between words. Punctuate sentences using capital letters and full stops.	Prior Learning (Gateway Keys) Y1 - Combine words to make sentences. Use capital letters for names of people and the personal pronoun 'I'. Leave spaces between words. Begin to use capital letters and full stops Y2 - Use subordination (because) and co-ordination (and) Use punctuation correctly - full stops, capital letters Use expanded noun phrases to describe and specify.	Prior Learning (Gateway Keys) Y1 - Compose a sentence orally before writing it. Join words using and. Use plural noun suffixes s and -es. Punctuate sentences using a capital letter and a full stop. Use capital letters for names of people and places. Leave spaces between words. Y2 - Use subordination (because) and coordination (and). Write expanded noun phrases to describe and specify. Use punctuation correctly – full stops, capital letters. Add suffixes to verbs where no change is needed to the root (Y1)	Prior Learning (Gateway Keys) Y1 - Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks. Use 'and' between words and some clauses. Some accurate use of the prefix un-. Y2 - Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est. Leave spaces between words.	Prior Learning (Gateway Keys) Y1 - Join words and clauses using and. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes where no change is needed to the root of the word e.g. -ed, -er, -ing, -est. Y2 - Some use of subordination (because, when) and coordination (and, but). Use punctuation correctly (as taught so far). Write sentences with different forms: statement, question, exclamation, command. Add suffixes where no change is needed to the root of the word e.g. -ed, -er, -ing, -est.	Prior Learning (Gateway Keys) Join words and clauses using and. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes where no change is needed to the root word e.g. -ed, -er, -ing, -est. Change the meaning of verbs and adjectives by adding the prefix un-. Y2 - Use subordination (if, that). Add -er and -est to adjectives. Use homophones and near homophones. Use punctuation correctly – apostrophes for contracted forms.
Y1 Sentence Combine words to make sentences	Y1 Sentence Join words using and	Y2 Sentence Write sentences with different forms: statement, question,	Y1 Sentence Join words and clauses using <i>and</i>	Y1 Sentence Join words and clauses using <i>and</i>	Y1 Sentence Join words and clauses using <i>and</i>

Y2 Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Y2 Sentence Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>) Y2 Text Use present and past tenses correctly and consistently (some progressive)	Y2 Sentence Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Y2 Sentence Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	Use simple description Y2 Sentence Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words
Y1 Text Y2 Text	Y1 Text Use plural noun suffixes -s -es Sequence sentences to form short narratives (link ideas or events by pronoun)	Y1 Text Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un-	Y1 Text Add suffixes to verbs where no change is needed to the root Y2 Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Y1 Text Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un- Y2 Text Write down ideas, key words, new vocabulary	Y2 Text Use present and past tenses correctly and consistently including the progressive form Make simple additions, revisions and corrections
Y1 Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I' Y2 Punctuation Use punctuation correctly - full stops, capital letters,	Y1 Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and places Y2 Punctuation Use commas to separate items in a list	Y1 Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2 Punctuation Use punctuation correctly - exclamation marks, question marks	Y1 Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2 Punctuation Use punctuation correctly - apostrophes for the possessive (singular)	Y1 Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2 Punctuation Use punctuation correctly – apostrophes for contracted forms	Y1 Punctuation Use a capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
Vocabulary worried difficult exactly realised wondered spoil(ed) group admittedly comfortable mattered chaotic unpredictable gasped sew group idea	Vocabulary sights tower palace old-fashioned London tour castle bridge jewels chimes dome crests haunted theatre	Vocabulary dusty city crooked surprise unexpected tiptoes stone concrete awning noticed unwanted boring Grandpa magic beauty noticed	Vocabulary still alone stray creatures hopeful Earth	Vocabulary swept hummed brave steam jellyfish spout bobbed gently tentacles calm carefree beady floated paddle-shaped flippers ordinary tongue barnacles vast cave creature skimmed	Vocabulary Athens dream secret perform quarrelling dramatic antidote servant heart creature magical beautiful ridiculous joke trick mischievous confused surprised

Yellow Class English Overview - Year 2

Autumn Term		Spring Term		Summer Term	
Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
Additional Texts: Trolls Go Home (Troll Trouble series) by Alan MacDonald	Additional Texts: The Owl who was Afraid of the Dark by Jill Tomlinson (chapter book)	Additional Texts: The Dragonsitter series by Josh Lacey	Additional Texts: Naughty Amelia Jane by Enid Blyton	Additional Texts: Fantastic Mr. Fox by Roald Dahl	Additional Texts: The BFG by Roald Dahl
Outcome: Fiction – Story with Character Focus To write a story based upon the model text using the pupils' ideas for characters Greater Depth To write a story about any two contrasting characters who swap places	Outcome: Non-Chronological report To write a fact sheet about owls using information gathered from the text Greater Depth To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used	Outcome: Fiction: story with adventure: focus To write a story based upon the model text using ideas for a change of character and machine Greater Depth To write the story in first person from new character's point of view to allow for description of emotion and viewpoint throughout the story.	Outcome: Recount: Diary writing To write a recount of historical events from the text from Major Glad's point of view Greater Depth Diary entry to include the feelings of the other characters	Outcome: Letter To write a letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP	Outcome: Fiction: story with moral focus To write own version of the story with a focus on morals and acceptance of others Greater Depth Story from the point of view of the giant
Prior Learning (Gateway Keys) Combine words to make sentences Join words and clauses using and Sequence sentences to form short narratives. Leave spaces between words	Prior Learning (Gateway Keys) Use subordination (because) and coordination (and) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Add suffixes to verbs where no change is needed to the root (Y1)	Prior Learning (Gateway Keys) Sequence sentences to form short narratives Join words and clauses using and Use subordination (because) Add suffixes to verbs where no change is needed to the root Write expanded noun phrases to describe and specify	Prior Learning (Gateway Keys) Use subordination (when, because) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Some accurate use of exclamation marks, question marks	Prior Learning (Gateway Keys) Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and coordination (and, but) Use punctuation correctly (as taught so far) Write sentences with different forms: statement, question, exclamation, command	Prior Learning (Gateway Keys) Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms
Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive)	Sentence Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Sentence Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	Sentence Use present and past tenses consistently including the progressive form. Use subordination (when, if, that, or because) and co-ordination (or, and, or but). Use expanded noun phrases to describe and specify Add suffixes to spell longer words(e.g -ment,- ful)

Text Write for different purposes		Text Write for different purposes		Text Read aloud with intonation		Text Write down ideas, key words, new vocabulary		Text Write down ideas, key words, new vocabulary		Text Make simple additions, revisions and corrections	
Punctuation Use punctuation correctly - full stops, capital letters		Punctuation Use commas to separate items in a list		Punctuation Use punctuation correctly - exclamation marks, question marks		Punctuation Use punctuation correctly - apostrophes for the possessive (singular)		Punctuation Use punctuation correctly – apostrophes for contracted forms		Punctuation Proof-read to check for errors in spelling, grammar	
Pathways Vocabulary:		Pathways Vocabulary:		Pathways Vocabulary::		Pathways Vocabulary:		Pathways Vocabulary:		Pathways Vocabulary:	
caves	polite	peered	barn owl	encyclopedia	tulips	private	floorboards	flung	nowadays	pickle	humungous
foghorn	loopy	enormous	campfire	machine	sank	fortunate	needle	supplies	pickings	chap	hoisted
creature	first class	necessary	wellington	consult	water lilies	manly	empire	lurk	popgun	continue	mural
heebie-jeebies	dull	return	telescope	tragic	pond	ceased	invent	pounce	stalking	mumbled	drainpipes
mucky	squelchy	butting	planets	lumbered	advice	adventurous	horseless	wander	bracken	impossible	storm
		startled	supper	wreckage	undercarriage	contraptions	carriage	endless	tree	scoff	shore
		explore	moonlight	venture	engine	befall	tunnel	grazing	stump	whine	oak
		twinkle	rooftops	telephone	fuel	sampler	pantaloons	awash	doorknob	nervous	bridge
		faded	bleary	encyclopedia	tulips	bulged	servant	land	earth	dawn	afternoon
				overlook	troublesome	mislaid	dainty	lynx	miles	ledge	
				perch	havoc			human			

Statutory Requirements - English in Year 3

Grammar-word	<ul style="list-style-type: none"> Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or con-sonant <p><i>Plus Year 2 objectives:</i></p> <ul style="list-style-type: none"> Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A list of suffixes can be found on page 46 in the year 2 spelling section in English App 1) Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in
Grammar-sentence	<ul style="list-style-type: none"> Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Write sentences with different forms: Statement, question, exclamation or command
Grammar- Paragraphs	<ul style="list-style-type: none"> Group related ideas into paragraphs Use headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions, adverbs and prepositions
Grammar-Tenses	<ul style="list-style-type: none"> Use 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>] <p><i>Plus Year 2 objectives:</i></p> <ul style="list-style-type: none"> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]
Grammar- Punctuation	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech <p><i>Plus Year 2 objectives:</i></p> <ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Writing - Composition	<p>Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings</p> <p>Evaluate and edit: Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors</p>
Fine motor skills	<p>Consistent tripod grip enables children to accurately use any appropriate mark marking implements across the curriculum including appropriately sized whiteboard pens, pencils, paint brushes</p>

Handwriting Requires frequent and discrete direct teaching.		<ul style="list-style-type: none">• Use the diagonal and horizontal strokes to join letters (understand breaks from Y2).• Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency.						
Terminology children MUST know by the end of Year 3 Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase <ul style="list-style-type: none">• Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.								
Adventurous vocabulary examples	absurd alternate ambitious amateur anxious appreciate cautious	clutched compassion crucial despise draught essential exchanged	hesitant identical identify illuminate	immense isolated nestled obedient	perched preferred preserve quivering	reassure require resemble seize	shimmer sympathetic transferred tremendous	vigorous unwilling

What should be included in genres for Y3

Non-chronological report	Recount (including trips and visits, historical events, diaries, letters, news reports, biographies)	Instructions	Explanation (linked with science e.g. lifecycles)	Persuasion (adverts and posters)	Discussion	Narrative
<ul style="list-style-type: none"> • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Apostrophes for singular possession • Consistent present tense including present progressive • Capitals for proper nouns • Question marks 	<ul style="list-style-type: none"> • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Consistent past tense including past progressive • Present perfect tense for diary and letters • Capitals for proper nouns • Question and exclamation marks 	<ul style="list-style-type: none"> • Concise simple sentences (statements and commands) • Use of adverbs and prepositions to express time, place and cause • Commas in a list • Question and exclamation marks in openings and closings • Consistent present tense 	<ul style="list-style-type: none"> • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Consistent present tense including present progressive (unless explaining a historical event) 	<ul style="list-style-type: none"> • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Apostrophes for possession • Question and exclamation marks 		<ul style="list-style-type: none"> • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Use of inverted commas to punctuate direct speech • Consistent past or present tense including past /present progressive e.g. the sun was shining • Capitals for proper nouns

Statutory Requirements - English in Year 4


Grammar-word	<ul style="list-style-type: none"> • Recognise the grammatical difference between plural and possessive –s • Use 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><i>Plus Year 2/3 objectives:</i></p> <ul style="list-style-type: none"> • Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] • Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or con-sonant • Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] • Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) • Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in • Standard English to turn adjectives into adverbs
Grammar-sentence	<ul style="list-style-type: none"> • Expand noun phrases 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>) • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i> <p><i>Plus Year 2/3 objectives:</i></p> <ul style="list-style-type: none"> • Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] • Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) • Write sentences with different forms: <i>Statement</i>, <i>question</i>, <i>exclamation</i> or <i>command</i>
Grammar-Paragraphs	<ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme • Use Fronted adverbials [for example, <i>later that day</i>, <i>I heard the bad news.</i>] • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition <p><i>Plus Year 3 objectives:</i></p> <ul style="list-style-type: none"> • Group related ideas into paragraphs • Use headings and sub-headings to aid presentation • Expressing time, place and cause using conjunctions, adverbs and prepositions
Grammar-Tenses	<ul style="list-style-type: none"> • Use 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>] <p><i>Plus Year 2/3 objectives:</i></p> <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently • Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]

Grammar- Punctuation	<ul style="list-style-type: none"> • Use commas after fronted adverbials • Indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] • Use 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>] <p><i>Plus Year 2/3 objectives:</i></p> <ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Writing - Composition	<p>Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings</p> <p>Evaluate and edit: Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors</p>
Handwriting	<ul style="list-style-type: none"> • Consistently maintains legibility in joined handwriting. • Legibility and quality of handwriting is consistent (i.e. down strokes of letters are parallel and equidistant). • Ascenders and descenders are controlled to maintain legibility from line to line. • To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books. • Children will address inaccuracies by put a line neatly through the error. • Accuracy of spelling will need to be considered prior to using a Berol handwriting pen. • Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured.
<p>Terminology children MUST know by the end of Year 4 <i>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.</i></p> <p>Determiner , pronoun, possessive pronoun, adverbial</p>	

Adventurous vocabulary examples	allegiance anticipation arrogant barren blunder consequence	diligent dwell elaborate futile hostile inept inevitable	meagre monotonous odious omniscient loathe	optimist persecute predicament primitive	prominent radiating reluctant remorse rigorous	sanctuary smouldering stifle subsequent terrain	trait treacherous vacate vital	trait treacherous vacate vital
--	--	--	--	---	--	---	---	---

What should be included for genres for Y4

Non Chronological report	Recount (including trips and visits, historical events, diaries, letters, news reports, biographies)	Instructions	Explanation	Persuasion (adverts, posters and letters)	Discussion	Narrative
<ul style="list-style-type: none"> Expanded noun phrases (modifying adjectives, nouns and preposition phrases) Fronted adverbials to vary sentence structure Commas after fronted adverbials (both phrases and clauses) The difference between plural and possessive s Possessive apostrophes after plural nouns e.g. Vikings' treasure Possessive apostrophes after plural nouns e.g. Vikings' treasure 	<ul style="list-style-type: none"> Expanded noun phrases (modifying adjectives, nouns and preposition phrases) Fronted adverbials to vary sentence structure Commas after fronted adverbials (both phrases and clauses) Consistent past tense including past progressive Continue to work on present perfect tense from Y3 for diary and letters Use of inverted commas and other speech punctuation in news reports for direct quotes 	<ul style="list-style-type: none"> Concise and clear expanded noun phrases (modifying adjectives, nouns and preposition phrases) Fronted adverbials to vary sentence structure Commas after fronted adverbials (both phrases and clauses) Concise simple sentences (statements and commands) 	<ul style="list-style-type: none"> Expanded noun phrases (modifying adjectives, nouns and preposition phrases) Variety of sentence types (simple, compound and complex) Commas after fronted adverbials (both phrases and clauses) Possessive apostrophes after plural nouns 	<ul style="list-style-type: none"> Expanded noun phrases (modifying adjectives, nouns and preposition phrases) Variety of sentence types (simple, compound and complex) Standard English forms for verb inflections 		<ul style="list-style-type: none"> Expanded noun phrases (modifying adjectives, nouns and preposition phrases) Fronted adverbials to vary sentence structure Commas after fronted adverbials (both phrases and clauses) Standard English forms for verb inflections The difference between plural and possessive s Use of inverted commas and other speech



Year 3 and 4

Common Exception Words Mat

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa accident accidentally actual actually address although answer appear arrive	Bb believe bicycle breath breathe build busy business	Cc calendar caught centre century certain circle complete consider continue	Dd decide describe different difficult disappear	Ee early earth eight eighth enough exercise experience extreme	Ff famous favourite February forward forwards	Gg grammar group guard guide	Hh heard heart height history	Ii imagine increase important interest island
			Pp particular peculiar perhaps popular position possess possession possible potatoes pressure probably promise purpose			Ss sentence separate special straight strange strength suppose surprise		Kk knowledge
Ll learn length library	Mm material medicine mention minute	Oo occasion occasionally often opposite ordinary		Qq quarter question	Rr recent regular reign remember		Tt therefore though thought through	Vv various
	Nn natural naughty notice							Ww weight woman women

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'ai'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'ei'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weary, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-iy' where the base word ends in 'ie'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, misaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, winnily, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plague, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deeply, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plague, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly': exceptions	Step 29: Words that are homophones	Step 35: Revision words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, dully, shyly, wholly, dilly, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words that are homophones	Step 7: Words ending in '-ation'	Step 13: Words ending in '-sion'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision, explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	Step 2: Words with the prefix 'in-' meaning 'not'	Step 8: Words ending in '-ation'	Step 14: Words ending in '-ous'	Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 't' and 'e'	Step 32: Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation, nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'in-'	Step 9: Words ending in '-ly'	Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision words
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, widely, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, persuasion, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	Step 4: with the prefix 'sub-' meaning 'below' or further divided	Step 10: Words ending in '-ity'	Step 16: Words where a suffix is added to words ending in 'y'	Step 22: Words containing 'phon' and 'sign'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subplot, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriament, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly, preparation, coronation, bravely
Objective	Step 5: Words with the prefix 'inter-' meaning 'between' or 'among'	Step 11: Words where 'ch' makes a /sh/ sound	Step 17: Words ending in '-ious' and '-eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antiscial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Green Class English overview - Year 3

Autumn Term		Spring Term		Summer Term	
Seal Surfer by Michael Foreman	Winter's Child by Angela McAllister	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davies	Journey by Aaron Becker	Zeraffa Giraffa by Dianne Hofmeyr
Outcome To write a letter from the boy to his grandfather telling him about the events he has missed. Greater Depth To write a letter from Grandad in response to one of his grandson's letters.	Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different POV	Outcome Fiction: write a story set in the Stone Age Greater Depth Write from the POV of a person from the Stone Age	Outcome Persuasion: informative article persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures	Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another	Outcome Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth Include a section of a researched Paris landmark
Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and co-ordination (or, and, but) Use present and past tenses consistently and correctly	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use a range of co-ordinating and subordinating conjunctions Create characters, settings and plot in narrative	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use inverted commas to punctuate direct speech Use conjunctions and prepositions to express time, place and cause Use adverbs to express time Group related ideas into paragraphs	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and coordination (or, and, but) Use present and past tenses consistently and correctly Use noun phrases and prepositions to add detail Group related ideas into paragraphs	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Group related ideas into paragraphs Build an increasing range of sentence structures Use adverbs to express time, place and cause	Prior Learning (Gateway Keys) Full stops, capital letters, exclamation marks, question marks, commas and apostrophes Fronted adverbials with commas Some use of grouping related ideas in paragraphs
Sentence Use prepositions to express time, place and cause.	Sentence Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	Sentence Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an correctly	Sentence Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form

Text Group related ideas into paragraphs Build a varied and rich vocabulary	Text In narratives, create characters, settings and plot	Text Build a varied and rich vocabulary	Text Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation	Text Group related ideas into paragraphs	Text In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
Punctuation Use inverted commas to punctuate direct speech (Y3 – introduction, Y4 - recap)	Punctuation Use inverted commas to punctuate direct speech (and to show relationship between two characters)	Punctuation Consolidation	Punctuation Use inverted commas to punctuate direct speech		

Year 2 Punctuation should be embedded:

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Pathways Vocabulary	smudge	churn	mutter	lake	wander	stew	protected	mammal	isolated	citadel	astonishing	acacia
	nuzzle	dissolve	crisp	valley	stumble	flint	creature	blowhole	excluded	aqueduct	epic	Pasha
	burst	boulder	gaze	ravine	relief	spear	surface	baleen	billowing	archway	see-sawed	felucca
	fade	harbour	distant	waterfalls	strike	spearhead	bristly	krill	elegant	canal lock	sip	awning
	brim	horizon	pale	snowdrift	chip	grindstone	gulp	shrimp	magnificent	pennant	cobblestones	amulet
	haul	quay	tinkle	icicle	trim	leather	slithers	shoal	crouch	spire	glimpse	taffeta
	wrench	moult	criss-cross	frost	wriggle	ornament	nudges	sieve	fidget	dome	salon	vineyard
	gather	somersault	tracks	chimes	flicker	archaeologist	feast	blubber	sneer		soiree	mistrals
	heave	corkscrew	fetch	thaw	Furious	skinning	shallows	Equator	hunch		rustle	mosaic
	buffet	gale	shoot	reed	pierce	smoke	stranded	dawn chorus	atmosphere dialogue		balmy pivot	

Blue Class English Overview – Year 3&4

Autumn Term		Spring Term		Summer Term	
Coming to England by Floella Benjamin	Nen and the Lonely Fisherman by Ian Eagleton	The Fossil Girl by Catherine Brightton	The Silence Seeker by Ben Morley	Amazing Rivers by Julia Vosburgh Agnone	Merchance of Venice Stories by Angela Mc Allister
Outcome: Recount – Letter Writing To write letters from Floella to her Grandmother telling her about settling into life in the UK. Greater depth To include a letter from Grandmother in response to one of Floella's letters.	Outcome: Narrative – Fantasy Story To write a fantasy story based on a classic tale, changing the setting. Greater Depth To write from a different point of view e.g. mother, father, grandparent.	Outcome: Recount – a journal To write Mary Anning's fossil journal to describe the events of her finding the first Ichthyosaur. Greater Depth To add an additional section of text to the journal (e.g. a letter from Henry Henley or an information text about fossils).	Outcome: Fiction Rewrite the story 'The Silence Seeker' using the 3rd person, including details of the setting and some dialogue. Greater Depth Write the story in the 1st person from the point of view of the asylum seeker.	Outcome: Information/Persuasion – Information board Write the text for an information board, designed to give visitors information and persuade them to look after our waterways. Greater Depth Add a short, additional paragraph to the board e.g. 'Did you know...?' facts, quotes from previous visitors or campaigners.	Outcome: Non Fiction – Information Text Plan and write a guide for visiting The Globe Theatre in London. Greater Depth To write the guide to appeal to teachers who are teaching about Shakespeare in their class.
Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and coordination (or, and, but) Use present and past tenses consistently and correctly Use progressive forms of verbs Use expanded noun phrases Write sentences with different forms: statement, command, question, exclamation	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and co- ordination (or, and, but). Use present and past tenses consistently and correctly. Use noun phrases and prepositions to add detail Use conjunctions to express time, place and cause (when, before, after, while) (Y4) Group related ideas into paragraphs (Y4) Use inverted commas to punctuate	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use conjunctions and prepositions to express time, place and cause Group related ideas into paragraphs	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use present and past tenses correctly and consistently Use conjunctions, adverbs and prepositions to express time, place and cause (Y4) Create characters, settings and plot in narrative (Y4) Group related ideas into paragraphs (Y4) Use inverted commas to punctuate direct speech (Y4)	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas and apostrophes for contraction and singular noun possession) Use headings and sub-headings to aid presentation Use present and past tenses correctly and consistently	Prior Learning (Gateway Keys) Y3 - Use punctuation correctly at Y2 standard - Full stops, capital letters, exclamation marks, question marks, commas and apostrophes Use prepositions to express time, place and cause Group related ideas into paragraphs Y4 - Use punctuation correctly at Y2 standard -Full stops, capital letters, exclamation marks, question marks, commas and apostrophes for contraction and singular possession Use subordination (when, if, that, because) and co- ordination (or, and, but) Use expanded noun phrases Group related ideas into paragraphs

Y3 Sentence Use prepositions to express time, place and cause. Y4 Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials			Y3 Sentence Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant Y4 Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English for verb inflections		Y3 Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause Y4 Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Build an increasing range of sentence structures		Y3 Sentence Form nouns with a range of prefixes Y4 Sentence Use Standard English for verb inflections		Y3 Sentence Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant Y4 Sentence		Y3 Sentence Build an increasing range of sentence structures Y4 Sentence Build a varied and rich vocabulary and an increasing range of sentence structures		
Y3 Text Group related ideas into paragraphs Build a varied and rich vocabulary Y4 Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)			Y3 Text In narratives, create settings, characters and plot Y4 Text Build a varied and rich vocabulary		Y3 Text Assess the effectiveness of own and others’ writing Use headings and sub-headings to aid presentation Y4 Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Y3 Text Build a rich and varied vocabulary Use present and past tenses correctly and consistently including the progressive form and the present perfect form Y4 Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs Use present and past tenses correctly and consistently including the progressive form and the present perfect form		Y3 Text Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense Y4 Text Build a rich and varied vocabulary Use present and past tenses correctly and consistently including the progressive form and the present perfect form		Y3 Text In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form and the present perfect form Y4 Text Use paragraphs to organise information and ideas around a theme. Variety of verb forms used correctly and consistently		
Y3 Punctuation Use inverted commas to punctuate direct speech (Y3 – introduction, Y4 - recap) Y4 Punctuation Use commas after fronted adverbials Use inverted commas for direct speech (Y3 – introduction, Y4 - recap)			Y3 Punctuation Use inverted commas to punctuate direct speech Y4 Punctuation Use and punctuate direct speech		Y3 Punctuation <i>(Consolidate punctuation covered so far)</i> Y4 Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive ‘s’		Y3 Punctuation Use inverted commas to punctuate direct speech (using dialogue to show relationship between two characters) Y4 Punctuation Use and punctuate direct speech (using dialogue to show relationship between two characters)		Y3 Punctuation <i>(Consolidate punctuation covered so far)</i> Y4 Punctuation Indicate possession by using the possessive apostrophe with plural nouns.		Y3 Punctuation <i>(Consolidate punctuation covered so far)</i> Y4 Punctuation The grammatical difference between plural and possessive ‘s’		
Pathways Vocabulary	bleak	mangoes	brimming	pursuit	ammonite	natural history	asylum	makers	agriculture	tundra	loathe	debt	caskets
	breadfruit	pier	turmoil	quest	curiosity	palaeontologist	dump	sanctuary	bounty	precipitation	jester	tragedy	despised
	British	racism	briny	rickety	dinosaur	Plesiosaur	flyover	seeker	erosion	run-off	justice	tour	company
	Empire	saxophone	contentment	serene	discovery	scientific	intimidating	silence	fertile	sewage	loan	dismay	comedy
	disembark	skyscraper	delve	smothered	evolution	scientist	isolated	skyline	glacier	suburban	noble	roof	trial
	guavas	Trinidad	etched	tempest	exhibition	Iguanodon	laundry	up-to-no-goods	industry	terrain	penalty	dismissed	playgoers
	humid	veranda	horizon	tranquil	fossil	sculpture	mischief-	bottle banks	lush	toxic	merchant		reluctant
	immigrant	windrush	irate				down-and-outs	Ventured	meander	tributaries	hand in marriage		suitable
							bustling	city	boggle	boggle	appearance		suitor
							canal	biggies			pound of flesh		thatched

Indigo Class English Overveiw - Year 4

Autumn Term		Spring Term		Summer Term	
Gorilla by Anthony Browne	Leon and the place between by Graham Baker-Smith	Escape from Pompeii by Christina Balit	Where the Forest Meets the Sea by Jeannie Baker	Amazing Islands by Sabrina Weiss & Kerry Hyndman	Blue John by Berlie Doherty
Outcome: Recount Writing To write a narrative based on the story of 'Gorilla' Greater Depth Retell the story from the animal's viewpoint and include some speech	Outcome: Recount Writing Write a diary from Leon's point of view Greater Depth Write from a different point of view	Outcome: Fiction – Historical Narrative Write a historical narrative from character's point of view Greater Depth Write from the point of view of the captain	Outcome: Information text information board for a rainforest exhibit Greater Depth Include an interactive element	Outcome: Fiction – Adventure Story Write an adventure story from the point of view of the boy Greater Depth Write from the point of view of the scientist	Outcome: Explanation Write an explanation about cave formation including diagrams Greater Depth Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination
Prior Learning (Gateway Keys) Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2) Use prepositions, conjunctions and adverbs to express time, place and cause (Y3) Group related ideas into paragraphs (Y3) Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)	Prior Learning (Gateway Keys) Develop character and setting Group related ideas into paragraphs Use conjunctions to express time, place and cause Build an increasing range of sentence structures	Prior Learning (Gateway Keys) Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use conjunctions, adverbs and prepositions to express time, place and cause Create characters, settings and plot in narrative Group related ideas into paragraphs	Prior Learning (Gateway Keys) Revise use of simple organisational devices in non-narrative material Write in the present tense Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases	Prior Learning (Gateway Keys) Use past and present tenses correctly and consistently Sequence events Section story into beginning, middle and end Use third person consistently Write expanded noun phrases (Y2)	Prior Learning (Gateway Keys) Full stops, capital letters, exclamation marks, question marks, commas and apostrophes Group related ideas into paragraphs Use past and present tense consistently Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions Use Standard English forms for verb inflections	Sentence Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections	Sentence Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms

Text Organise paragraphs around a theme (use paragraphs to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			Text Build a varied and rich vocabulary		Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)		Text Use paragraphs to organise information and ideas around a theme		Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Text Use paragraphs to organise information and ideas around a theme	
Punctuation Use commas after fronted adverbials Use inverted commas for direct speech (Y3 – introduction, Y4 - recap)			Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'		Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)		Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'		Punctuation Use and punctuate direct speech Use commas after fronted adverbials		Punctuation Recognise the grammatical difference between plural and possessive 's'	
Pathways Vocabulary	impatient	big top	haggle	protector	haggle	Roman	Aboriginal	habitat	abandoned	islet	surge	glacier
	fidget	lantern	bray	looming	looming	tremor	antennae	mahogany	archipelago	pumice	gush	stalactites
	twitch	braid	bolt	quiver	quiver	pumice	cacophony	mammals	atoll	reef	chamber	cavern
	swish	barrel	muffle	awning	awning	molten	camouflaged	predator	decaying	remote	billow	stalagmites
	lurch	carousel	barren	citizen	bray	citizen	canopy	rare	erupting	seismograph	mould	formation
	awkward	mechanical	Roman	excavate	bolt	eruption	conservation	species	evacuate	shrouded	snatch	pools
	applause	handkerchief	molten	earthquake	muffle	earthquake	creek	survive	geothermal	tidal wave	clasp	amethyst
	astonishment	organ	tremor	eruption	barren	excavate	Dreamtime	territorial	geyser	volcanic	enchantment	amber
	majestic	lute	pumice		protector	forum	ecotourism	tropical	hospitable	volcanologist	sprawl	grotto
	lantern	handkerchief	forum				endangered	understorey	indigenous		ebony	ledge
	pantaloon trousers						environment	unfurls				
							glimpse	vines				

Statutory Requirements - English in Year 5

Grammar-word	<ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] <p><i>Plus Year 3/4 objectives:</i></p> <ul style="list-style-type: none"> Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] Recognise the grammatical difference between plural and possessive <i>-s</i> Use 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>] Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use a or an according to whether the next word begins with a vowel or con-sonant Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]
Grammar-sentence	<ul style="list-style-type: none"> Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun <p><i>Plus Year 3/4 objectives:</i></p> <ul style="list-style-type: none"> Expand noun phrases 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>) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i>
Grammar-Paragraphs	<ul style="list-style-type: none"> Organise paragraphs around a theme with a focus on more complex narrative structures Use devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>] Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] <p><i>Plus Year 3/4 objectives:</i></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme Use Fronted adverbials [for example, <i>later that day</i>, <i>I heard the bad news.</i>] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Group related ideas into paragraphs Use headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions, adverbs and prepositions
Grammar-Tenses	<ul style="list-style-type: none"> Link ideas using tense choices Use modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>] or adverbs [for example, <i>perhaps</i>, <i>surely</i>] to indicate degrees of possibility <p><i>Plus Year 3/4 objectives:</i></p> <ul style="list-style-type: none"> Use 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>] Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]
Grammar-Punctuation	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis <p><i>Plus Year 2/3/4 objectives:</i></p> <ul style="list-style-type: none"> Use commas after fronted adverbials

	<ul style="list-style-type: none"> • <i>Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</i> • <i>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</i> • <i>Use inverted commas to punctuate direct speech</i> • <i>Use commas to separate items in a list</i> • <i>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</i>
Writing - Compositition	<p>Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices</p> <p>Evaluate and edit: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors</p>
Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts. • Use the best implement suited for the task • To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books. • Children will address inaccuracies by put a line neatly through the error. • Accuracy of spelling will need to be considered prior to using a Berol handwriting pen. • Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured.
<p>Terminology children MUST know by the end of Year 5 <i>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause. Determiner, pronoun, possessive pronoun, adverbial.</i> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	

Adventurous vocabulary examples	aspire acid bellow	bewilder canine catastrophe concur conjure	devour distraught flabbergast hunches impede	infamous insinuate lavish legitimate lurk maroon	quench melancholy noteworthy notorious obnoxious pelt	plagued predatory robust shirk simultaneously sullen	unscathed vindictive vocation wince wrath	
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What should be included for genres for Y5:

Non-chronological report	Recount (including trips and visits, historical events, diaries, letters, news reports, biographies)	Instructions	Explanation	Persuasion	Discussion	Narrative
<ul style="list-style-type: none"> Expanded noun phrases - factual Relative clauses Adverbs and modals for possibility Brackets Possessive apostrophes after plural nouns e.g. Vikings' treasure 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Fronted adverbials Modal verbs Commas after to fronted adverbials, to clarify meaning or avoid ambiguity Use of inverted commas and other speech punctuation in news reports for direct quotes Use of dashes for informal parenthesis in letters and emails 	<ul style="list-style-type: none"> Expanded noun phrases Colons and bullets points in a list Brackets for extra information Adverbs and fronted adverbials 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Variety of clauses structures – use of a wide range of subordinating conjunctions and adverbs Modals verbs and adverbs for possibility Possessive apostrophes after plural nouns Brackets for extra information 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Adverbs and modals for possibility – <i>'you should definitely visit this centre'</i> Brackets and dashes for parenthesis Use of inverted commas and other speech punctuation for quotes and recommendations 	<p>For introducing Y5 to discussion, children should write several paragraphs supporting one viewpoint and only one on the opposing viewpoint.</p> <ul style="list-style-type: none"> Expanded noun phrases Relative clauses Brackets and dashes for parenthesis Modals and adverbs for possibility 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Adverbs and modals for possibility Range of verb forms including past/present progressive and present perfect Use of inverted commas and other speech punctuation

Statutory Requirements - English in Year 6

Grammar-word	<ul style="list-style-type: none"> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms <p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Use verb prefixes [for example, dis–, de–, mis–, over– and re–] Recognise the grammatical difference between plural and possessive –s Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Form nouns with a range of prefixes [for example super–, anti–, auto–] Use a or an according to whether the next word begins with a vowel or con-sonant Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
Grammar-sentence	<p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Grammar-Paragraphs	<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis] Use layout devices <p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> Organise paragraphs around a theme with a focus on more complex narrative structures Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link 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] Use paragraphs to organise ideas around a theme Use Fronted adverbials [for example, later that day, I heard the bad news.] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Group related ideas into paragraphs Use headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions, adverbs and prepositions
Grammar-Tenses	<ul style="list-style-type: none"> Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. <p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech Link ideas using tense choices Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility

	<ul style="list-style-type: none"> • Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Use present and past tenses correctly and consistently • Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Grammar-Punctuation	<ul style="list-style-type: none"> • Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up] • Use the colon to introduce a list and use semi-colons within lists • Punctuate bullet points consistently • Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] <p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity • Use brackets, dashes or commas to indicate parenthesis • Use commas after fronted adverbials • Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Use inverted commas to punctuate direct speech • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Writing - Composition	<p>Plan writing:</p> <p>Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p>Draft and write:</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices</p> <p>Evaluate and edit:</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense</p> <p>Subject and verb agreement when using singular and plurals</p> <p>Distinguish between the language of speech and writing</p> <p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>

Handwriting	<ul style="list-style-type: none">• Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts.• Use the best implement suited for the task• To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books.• Children will address inaccuracies by put a line neatly through the error.• Accuracy of spelling will need to be considered prior to using a Berol handwriting pen.• Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured.				
Terminology children MUST know by the end of Year 6 <i>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.</i> <i>Determiner , pronoun, possessive pronoun, adverbial</i> <i>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i> Semi colon, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, bullet points.					
Adventurous vocabulary examples	agile apprehend articulate audacious authority avid bizarre clarify confiscate	conventional crucial deceptive desolate disgruntled elite enhance exceptional	excruciating flustered gaunt haggard heritage imperative luminous	onslaught perspective plausible proficient pungent	rebuke revenue shackle sublime trepidation turbulent ultimate

What should be included for genres for Y6:

Non-chronological report	Recount (including trips and visits, historical events, diaries, letters, news reports, biographies)	Instructions	Explanation	Persuasion	Discussion	Narrative
<ul style="list-style-type: none"> Expanded noun phrases - factual Relative clauses Adverbs and modals for possibility Brackets Colons and semicolons Hyphens and dashes 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Passive voice in news reports - use of agentless passive <i>'The windows were smashed.'</i> Dashes and brackets for informal comments Present perfect in diary - <i>'I have been very busy today. I have helped my mum...'</i> Shifts in formality (GD) 	<ul style="list-style-type: none"> Expanded noun phrases Colons and bullets points in a list Brackets for extra information Adverbs 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Variety of clause structures – use of a wide range of subordinating conjunctions and adverbs Passive voice - 'the cog was turned by the chain'. Modals verbs and adverbs for possibility 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Passive voice Adverbs and modals for possibility – <i>'you should definitely visit this centre'</i> Use of subjunctive Shifts in formality (GD) 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Passive voice Semi-colons for contrasting viewpoints Modals and adverbs for possibility Use of subjunctive 	<ul style="list-style-type: none"> Expanded noun phrases Relative clauses Adverbs and modals for possibility Past and present progressive in setting descriptions – <i>'the sun was shining, the birds were tweeting'</i> Passive voice Hyphens in adjectives to avoid ambiguity Use of subjunctive Shifts in formality (GD)



Years 5 and 6

Statutory Spellings



Aa
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb
bargain
bruise

Cc
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd
define
desperate
determined
develop
dictionary
disastrous

Ee
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff
familiar
foreign
forty
frequently

Gg
government
guarantee

Hh
harass
hindrance

Ii
identity
immediate
immediately
individual
interfere
interrupt

Ll
language
leisure
lightning

Mm
marvellous
mischievous
muscle

Nn
necessary
neighbour
nuisance

Oo
occupy
occur
opportunity

Pp
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq
queue

Rr
recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt
temperature
thorough
twelfth

Vv
variety
vegetable
vehicle

Yy
yacht

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Medium Term Plan - Stage 5

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-tious' and '-lous'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, re-engage, re-enter, re-evaluate, re-examine, re-explain	co-author, co-operate, co-ordinate, co-own, re-educate, re-engage, re-enter, re-evaluate, re-examine, re-explain
Objective	Step 2: Words ending in '-clous'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'e' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in '-fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, thought, ought, sought, thought, thoughtfulness, wrought	bridal, bride, guessed, guest, heard, herd, morning, mourning, passed, past	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34: Revision words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredibly, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, tough, tough, toughten	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary



Medium Term Plan - Stage 6

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Challenge Words	Step 7: Challenge Words	Step 13: Adding the prefix '-over'	Step 19: Words with the /f/ sound spelled 'ph'	Step 25: Words with the suffix '-ably'	Step 31: Adjectives used to describe settings
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
Objective	Step 2: Challenge Words	Step 8: Challenge Words	Step 14: Words with the suffix '-ful'	Step 20: Words with origins in other countries and languages	Step 26: Words with the suffix '-ible'	Step 32: Adjectives used to describe feelings
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	Step 3: Challenge Words	Step 9: Challenge Words	Step 15: Words that can be nouns and verbs	Step 21: Words with unstressed vowel sounds	Step 27: Words with the suffix '-ibly'	Step 33: Adjectives to describe characters
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvelous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	Step 4: Challenge Words	Step 10: Challenge Words	Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 22: Words with 'tial'/'shul' after a vowel	Step 28: Words ending in '-ent' and '-ence'	Step 34: Grammar Vocabulary 1
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evident, excellence, excellent, silence, silent	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
Objective	Step 5: Challenge Words	Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 17: Words with a 'soft c' spelled 'ce'	Step 23: Words ending in 'tial'/'shul'	Step 29: Words ending in '-er', '-or' and '-ar'	Step 35: Grammar Vocabulary 2
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, prejudice, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Objective	Step 6: Challenge Words	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Words beginning with 'acc'	Step 30: Adverbs synonymous with determination	Step 36: Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical

Violet Class English Overview – Year 5

Autumn Term		Spring Term		Summer Term	
Queen of the Falls by Chris Van Allsburg	The Lost Happy Endings by Carol Ann Duffy	Arthur and the Golden Rope by Joe Todd-Stanton	Malala's Magic Pencil by Malala Yousafzai	The Paperbag Prince by Colin Thompson	Radiant Child by Javaka Steptoe
Outcome Recount: Diary To write a series of diaries about significant events in Annie Edson's life Greater Depth To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters	Outcome Fiction: traditional tale To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise Greater Depth Traditional tale from another character's POV	Outcome Fiction: myth Create heroes, villains and Monsters Greater Depth Vary the viewpoint from which the myth is told	Outcome Recount Writing: Autobiography To write an autobiography about Malala's life Greater Depth To include a first-person recount from another point of view within the autobiography	Outcome Persuasion/ information poster To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools) Greater Depth Write an oral presentation for a TV or radio broadcast as expert	Outcome Information To write an information text about Jean-Michel Basquiat suitable for an art gallery. Y6 to include quotes about the artist Greater Depth To plan own structure and layout for an information text about Jean-Michel Basquiat suitable for an art gallery.
Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use fronted adverbials Use a variety of verb forms consistently and correctly Organise paragraphs around a theme	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use a variety of verb forms consistently and correctly Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although)	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use fronted adverbials Use of inverted commas and other punctuation to punctuate direct speech (Y4)	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use expanded noun phrases to convey complicated information concisely Use relative clauses to add detail and description Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use a variety of verb forms consistently and correctly (including progressive and present perfect) Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although) Use fronted adverbials

Sentence			Sentence Use expanded noun phrases to convey complicated information concisely		Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		Sentence Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)		Sentence Use modal verbs to indicate degrees of possibility		Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility	
Text Plan writing by identifying audience and purpose Organise paragraphs around a theme			Text Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action		Text Link ideas across paragraphs using adverbials		Text Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including the present perfect form		Text Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary		Text Use a wide range of devices to build cohesion across paragraphs Link ideas using tense choices	
Punctuation Commas after fronted adverbials (Y4 recap) Use commas to clarify meaning or avoid ambiguity in writing			Punctuation Use of inverted commas and other punctuation to punctuate direct speech		Punctuation Use commas to clarify meaning or avoid ambiguity in writing		Punctuation Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing		Punctuation Use brackets, dashes or commas to indicate parenthesis		Punctuation	
Pathways Vocabulary	barrel	queue	drifted	hideously	elements	realms	activist	intimidation	vanished	rubbish	unique	activism
	currents	rapids	sullen	remains	ravines	fjord	advocate	outlaw	refrigerators	dump	phenomenon	tag/tagged
	downriver	recommend	seized	vicious	mighty	peril	blog	poverty	emerged	managed	masterpiece	exhilarating
	handkerchiefs	remarkable	spittle	hobbled	molten	warrior	courage	preaching	carriage	stove	patchwork	expressive
	lecture halls	sacrifice	thorniest	walnut (face)	bounded	endurance	declared	refugee	gathered	scavenge	collage	captivating
	locomotive	shoreline	cinders	kindling	embers	cauldron	entitlement	resilient	steam	machine	graffiti	influential
	marvellous	temperature	hysterical	oak tree	gravely	fruitful	evacuate	thrived	engine	responsible	concrete jungle	inspires
	muscle	waterfall	sorrow	silver birch	townsfolk	valiant	injustice		jammed	brambles	radiant	symbolises
	opportunity	widow	wailing	villainous	ravaged	talon			council	attention	represents	dwells
	profession		skywards		meddler				thundery	paradise	contemporary	

Turquoise Class English Overview – Year 5/6

Autumn Term		Spring Term		Summer Term	
Young, Gifted and Black by Jamia Wilson	Beowulf by Michael Morpurgo	Kai and the Monkey King by Joe Todd-Stanton	The Darkest Dark by Chris Hadfield	The Brilliant Deep by Kater Messner	Bold and Brave Women from Shakespeare by Marguerite Tassi
Outcome: Recount – Diary To write a series of diary entries about significant events in Matthew Henson’s life. Greater depth To write a series of diaries about significant events in Matthew Henson’s life including his viewpoint on other characters	Outcome: Fiction – Legend To write a further adventure for Beowulf Greater Depth To write a further adventure for Beowulf, inventing their own monster and incorporating the motives and viewpoint of the monster	Outcome: Fiction – Adventure To write a myth set in Ancient China, creating characters (heroes, villains and monsters) and settings. Greater Depth To write the myth from a character’s viewpoint.	Outcome: Recount: biography To write a formal biography about Chris Hadfield Greater Depth A first-person recount with an experience from the person’s life within the biography	Outcome: Information and Persuasion To write an information leaflet to persuade children to consider the effects of climate change on coral reefs. Greater Depth To write an information booklet with further authorial choices on sections of text and layout.	Outcome: Recount – Monologue To write and perform a soliloquy in role as one of Shakespeare’s bold and brave characters. Greater Depth To write in role as one of Shakespeare’s bold and brave characters and choose the form of the text (diary, letter, speech, monologue, soliloquy).
Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession). Use fronted adverbials. Use a variety of verb forms consistently and correctly Organise paragraphs around a theme. Use devices to build cohesion within a paragraph (Y6)	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession). Use a variety of verb forms consistently and correctly Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although)	Prior Learning (Gateway Keys) Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme with a focus on more complex narrative structures Describe settings, characters and atmosphere Use of inverted commas and other punctuation to punctuate direct speech (Y4) (Y6) Use devices to build cohesion within a paragraph	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use expanded noun phrases to convey complicated information concisely Use relative clauses to add detail and description Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) Link ideas using tense choices (Y6)	Prior Learning (Gateway Keys) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use a variety of verb forms consistently and correctly (including progressive and present perfect) Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although) Use fronted adverbials
Y5 Sentence Y6 Sentence Use passive verbs	Y5 Sentence Use expanded noun phrases to convey complicated information concisely Y6 Sentence	Y5 Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning	Y5 Sentence Variety of verb forms used correctly and consistently including the present perfect Recap: Extend the range of sentences with more than	Y5 Sentence Use modal verbs to indicate degrees of possibility Enhance meaning through selecting appropriate grammar	Y5 Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of

Maroon Class English Overview - Year 6

Autumn Term		Spring Term		Summer Term	
Star of Hope, Star of Fear by Jo Hoestlandt	Can We Save The Tiger by Martin Jenkins	The Selfish Giant by Oscar Wilde	Island by Jason Chin	Manfish by Jennifer Berne	Sky Chasers by Emma Carroll
Outcome Fiction Writing To write a story with a flashback from another character's point of view Greater Depth To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye- witness account</i>	Outcome Report Writing To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion) Greater Depth To write and present a 'Newsround' style TV news story about the tiger crisis	Outcome: Fiction – Classic Narrative To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view Greater Depth To write a version from the special tree's perspective	Outcome: Recount: journalistic report To write an explanative report (hybrid) about Charles Darwin's discoveries Greater Depth To write an explanative report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information	Outcome: Recount: biography To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text Greater Depth Add in a script commentary about role in conservation debate	Outcome: Fiction: adventure story To write the next chapter of Sky Chasers in the style of the author from two different viewpoints Greater Depth Include a section written from the viewpoint of another person. To write from three different viewpoints
Prior Learning (Gateway Keys) Use devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number Use of inverted commas and other punctuation to punctuate direct speech Use Y5 standard punctuation Use consistent and correct tense	Prior Learning (Gateway Keys) Use expanded noun phrases to convey complicated information concisely Apply persuasive language Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices Use clear organisational features	Prior Learning (Gateway Keys) Use expanded noun phrases to convey complicated information concisely Integrate dialogue to convey character and advance the action Select appropriate grammar and vocabulary Use brackets, dashes or commas to indicate parenthesis (Y5) Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	Prior Learning (Gateway Keys) Select appropriate grammar and vocabulary Distinguish between the language of speech and writing Use a wide range of devices to build cohesion Use Y5 standard punctuation correctly Use semi-colons to mark boundaries between independent clauses (GD)	Prior Learning (Gateway Keys) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Organise paragraphs around a theme Use fronted adverbials Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Use punctuation at Y4 standard correctly	Prior Learning (Gateway Keys) Use expanded noun phrases to convey complicated information concisely Select appropriate grammar and vocabulary Integrate dialogue to convey character and advance the action Use a wide range of devices to build cohesion
Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	Sentence Use modal verbs or adverbs to indicate degrees of possibility	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Sentence Recognise vocabulary and structures for formal speech and writing, including
Text Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	Text Enhance meaning through selecting appropriate grammar and vocabulary	Text Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text	Text Use a wider range of devices to build cohesion	Text Identify the audience and purpose for writing Choose the appropriate register

Cross Curricular Overview – How English links to the Wider Curriculum at Parklee Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Peace at Last By Jill Murphy <ul style="list-style-type: none"> Families Nocturnal Animals Bears Day and Night Houses/Homes 	The Three Little Pigs By Mara Alperin <ul style="list-style-type: none"> Families Houses/Home Building Measuring Wolves 	The Naughty Bus By Jan Oke <ul style="list-style-type: none"> Toys Transport History of toys London Cities 	The Pirates are Coming By Matt Condon <ul style="list-style-type: none"> Boats Travel The Sea/sea creatures Pirates Families Treasure Maps/flags 	Gigantasaurus By Jonny Duddle <ul style="list-style-type: none"> Dinosaurs Jungle Telling the Truth Families Games 	The Sea Saw By Tom Percival <ul style="list-style-type: none"> Seaside Seas/rivers Weather Transport Toys Special things Family tree
Red – Y1	Lost and Found by Oliver Jeffers Geography - Cold area- Norht Pole/South Pole	Nibbles: The Book Monster by Emma Yarlett History - Granparents / stories over time	The Lion Inside by Rachel Bright Geography – Hot areas, Equator	The Curious Case of the Missing Mammoth by Ellie Hattie History – Grandparent household items and toys	Toys in Space by Mini Grey Science – Everyday materials History – Significant others/space travel	Goldilocks and Just the One Bear by Leigh Hodgkinson Geography – Human geography of a small area
Orange – Y1&2	Meesha Makes Friends by Tom Percival PSHE – Friendship / acceptance	Katie in London by James Meyhew Geography – London	Grandpa’s Gift by Fiona Lumbers History – Grandparents	Beegu by Alexis Deacon SMSC- Refugees	Someone Swallowed Stanley by Sarah Roberts Geography/science – protecting the environemnt	A Midsummer Night’s Dream by Lit for Little Hands Speaking and Listening Focus - Shakespeare
Yellow – Y2	Troll Swap by Leigh Hodgkinson Science – animals including humans offspring	The Owl Who Was Afraid of the Dark by Jill Tomlinson Geography – continents and oceans History – Gunpower Plot	The Dragon Machine by Helen Ward Geography – Bird’s eye view, maps and globes, four countries of the UK	Major Glad, Major Dizzy by Jan Oke History – Arc of time / significant events – Victorians, WW2	The Last Wolf by Mini Grey Geography – physical geography of local area Science – Plants	Grandad’s Secret Giant by David Litchfield History – People in local area/changes
Green – Y3	Seal Surfer by Michael Foreman Geography – UK geographical regions Science – Animals	Winter’s Child by Graham Baker-Smith Geography – Water cycle, Arctic circle, mountains	Stone Age Boy by Satoshi Kitamura Science – Rocks History – Stone Age to Iron Age	Big Blue Whale by Nicola Davies Geography – global regions, hemispheres, Poles, Arctic and Antarctic	Journey by Aaron Becker History – Intro to earliest civilizations	Zeraffa the Giraffe by Dianne Hofmeyr History – Ancient Egyptian civilization Geography – Europe, maps

Blue – Y3&4	Coming to England by Floella Benjamin Celebrating Black Lives	Nen and the Lonely Fisherman by Ian Eagleton PSHE – Family Diversity / LGBTQ	The Fossil Girl by Catherine Brightton Science – Rocks and fossils	The Silence Seeker by Ben Morley SMSC – Refugees	Amazing Rivers by Julia Vosburgh Agnone Geography/Science – protecting the environment	Merchance of Venice Stories by Angela Mc Allister Speaking and listening focus - Shakespeare
Indigo – Y4	Gorilla by Anthony Browne Science – Animals Geography – Natural environments of gorillas/topographical features	Leon and the Place Between by Graham Baker-Smith Science – Sound (fairgrounds)	Escape from Pompeii by Christina Balit History – Romans	Amazing Islands by Sabrina Weiss Human Geography Settlements Volcanoes	Where the Forest Meets the Sea by Jeannie Baker Geography – Climate zones, Rivers, (Daintree in Australia)	Blue John by Berlie Doherty History – Iron age hill forts Geography – UK regions
Violet – Y5	Queen of the Falls by Vall Allsburg Regions in North America	The Lost Happy Endings by Carol Ann Duffy History – Anglo-Saxons Geography – towns and settlements	Arthur and the Golden Rope by Joe Todd-Stanton History - Viking and Anglo-Saxon struggle	Malala's Magic Pencil by Malala Yousafzai SMSC refugees	The Paperbag Prince by Colin Thompson Geography – human geography, land use, economic activity, energy	Radiant Child by Javaka Steptoe North America – New York History – Benin (West Africa) AD 900-1300
Turquoise – Y5&6	Young, Gifted and Black by Jamia Wilson Celebrating Black Lives	Beowulf by Michael Morpurgo History – Viking and Anglo-Saxon struggle	Kai and the Monkey King by Joe Todd-Stanton History – Earliest civilization (Shang Dynasty)	The Darkest Dark by Chris Hadfield Science – Earth and Space Geography – Earth, time zones, latitude, longitude, time zones, hemispheres	The Brilliant Deep by Kater Messner Geography/science – protecting the environment	Bold and Brave Women from Shakespeare by Marguerite Tassi Speaking and listening focus - Shakespeare
Maroon – Y6	Star of Fear, Star of Hope by Jo Hoestlandt History – theme in British History beyond 1066, WW2	Can We Save the Tiger? By Martin Jenkins Geography – Animal species/climate zones Science – Living things, classification	The Selfish Giant by Oscar Wilde Science – the digestive system	Island by Jason Chin Science – Evolution and inheritance, Charles Darwin Geography – South America	Manfish by Jennifer Berne Undersea exploration	Sky Chasers by Emma Carroll Transition

