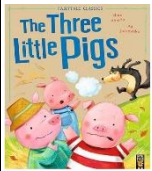
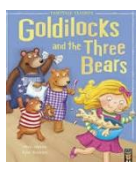

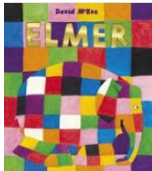
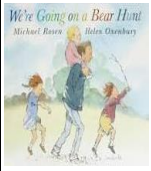

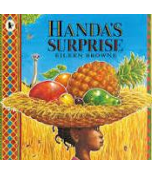

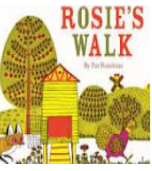







English Writing, Reading and SPAG overview




EYFS						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
High Quality Texts	Pete the Cat The three little pigs Goldilocks and the three bears	Peace at Last The colour monster Stick Man: Recount: Writing letters Christmas Week Elmer Lighting a lamp	We're going on a bear hunt One Snowy Night The Bear and the Starry Night Little red riding hood Room on the Broom Chinese New Year The Tiger who came to Tea	Handa's Hen Handa's Surprise Jack and the Beanstalk The Tiny Seed	The Very Hungry Caterpillar Billy's Bucket Oliver's Vegetables The Billy Goats Gruff What the Ladybird Heard Rosie's Walk	Alba the 100 Year Old Fish The Tiny Seed Sharing a Shell A New Home for a Pirate
Whole Class Reading for Pleasure	 	 	 	 	 	 
Guided Reading Text						
Reading Skills	Show a preference for a book, song or rhyme. I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally	Talk about events and characters in a story. Join in with rhymes and stories. Fill in missing words from well-known rhymes I can Link most sounds to letters	Show interest and answer simple questions about the text Use words that I know to check my reading makes sense I can locate and recall the title	Demonstrate understanding when talking about what I have read Repeat words or phrases to check my reading I can read and understand simple sentences	Notice if my reading makes sense and looks right I think about what I already know to help me with my reading Say rhymes by heart Sometimes notice errors	Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words Use and understand recently introduced vocabulary



English Writing, Reading and SPAG overview

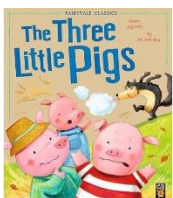
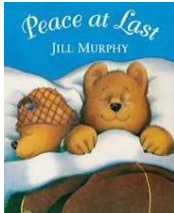
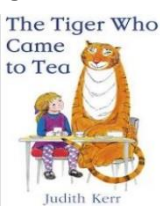


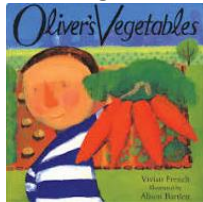


	I can recognise words that rhyme	I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print I can read some Phase 2 words including some tricky words	I can read with 1-1 correspondence I can read some common irregular words (Phase 2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	Know that illustrations can help me make sense of my reading I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	
Everyone's Welcome Text	You Choose 	Red Rockets and Rainbow Jelly 	Hello Hello 	The Family Book 	Mommy, Mama and Me 	Blue Chameleon 
Reading for Pleasure at Home	Planes, Planes, Planes! 	Lifesize Deadly Animals 	The Invisible String 			



English Writing, Reading and SPAG overview



Core Text linked to writing outcomes	<p>The Three Little Pigs</p> 	<p>Peace at Last</p> 	<p>The Tiger Who Came to Tea</p> 	<p>Handa's Surprise</p> 	<p>The Very Hungry Caterpillar</p> 	<p>Oliver's Vegetable</p> 
Writing Outcomes	<p>Shared reading Retell Mark making Shared writing I want to ... sentences</p>	<p>Shared reading Retelling a story in the correct sequence. Writing signs. Writing letters to the main character. Writing lists of objects. Drawing and labelling a diagram</p>	<p>Retelling a narrative Learning lyrics to a song and writing our own. Writing a list of super powers. Writing in a role to write a letter</p>	<p>Label Writing. Letters of advice. Writing a set of instructions on how to plant a seed. To write our own narrative based on the original text.</p>	<p>Oral retelling of the story and role play. Developing a new character. Writing our own version of the narrative.</p>	<p>Writing in a role. Writing letters. Creating treasure maps and writing a set of instructions. Writing a 'how to be a pirate' guide.</p>
Phonics	Phases 2 -3		Phase 4		Phase 5a	



English Writing, Reading and SPAG overview

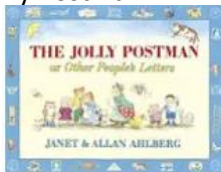



Year 1						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Explorers	Local Area	Toys	Weather	Monarchy	Seaside
High Quality Texts	The Very Hungry Caterpillar Peace at Last Funnybones The Gruffalo Hairy Maclary from Donaldson's Dairy The Bad-Tempered Ladybird The Tiger Who Came to Tea Meg and Mog Where the Wild Things Are Elmer Can't You Sleep Little Bear		Cops and Robbers The Lion Who Wanted to Love The Emperor of Absurdia Katie Morag My Friend Bear You Can't Take an Elephant on the Bus Avocado Baby The Elephant and The Bad Baby The Koala Who Could The Squirrels Who Squabbled The Jolly Postman Not Now Bernard		Meerkat Mail The Way Back Home Bob's Deep Sea Diary Little Mouse's Big Book of Fears The Great Kapok Tree Salty Dogs Don't Look in This Book Mr Wolf's Pancakes No Dragon in this Story Pumpkin Soup	
Whole Class Reading for Pleasure Text	Hairy Maclary Gruffalo 	Where the wild things are Bad tempered ladybird 	Cops and robbers My Friend Bear 	The Squirrels who squabbled Not now Bernard 	Mr Wolf's Pancakes Great Kapok Tree 	Deep Sea Diary Salty Dogs



English Writing, Reading and SPAG overview



Guided Reading Text	Home for a Night (Oxford Owl) Plants for Dinner (Oxford Owl) Toads in the Road (Oxford Owl) Silver Foil Rocket (Oxford Owl) By the Stream (Oxford Owl)	No Tricks Gran (Oxford Owl) A Monster Mistake (Oxford Owl) Zak and Zee (Oxford Owl) Stinky Plant (Oxford Owl)	Alien Invasion (Oxford Owl) The Frog Prince (Oxford Owl) Beast Feast (Oxford Owl) Jolly Postman 	Little Red Riding Hood (Grammarsaurus) The Enormous Turnip (Grammarsaurus)		Katie Morag 
Reading Skills	Word Reading <ul style="list-style-type: none">Use phonic knowledge to decode regular words and read these aloud accurately. Name and sound letters of the alphabet.Read and understand simple sentences. Understanding <ul style="list-style-type: none">Describes main story settings, events and principal characters.Demonstrates understanding when talking with others about what has been read. Answer 'how' and 'why' questions in response to stories.Puts a story into a simple category ie "That's a funny/ rhyming book." Able to follow a story without pictures or props. Identifies the main characters in a story. <ul style="list-style-type: none">Develop and demonstrate their understanding of characters and events through role play and drama.Continues a rhyming stringEnjoys playing with rhyming words. Non-Fiction Information <ul style="list-style-type: none">Talk about and enjoy some nonfiction texts, becoming aware of their difference from stories.Talk about the information they are finding out.		Word Reading <ul style="list-style-type: none">Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught.Read pseudo (alien) words with accuracyTalks about the fact that some words are not said as they are spelt.Read aloud accurately books that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words. Understanding <ul style="list-style-type: none">Link what they read to their own experiences.Read aloud and sometimes notice that the text does not make sense.Talk about new words and what they mean.Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and doesWith help, begin to make predictions about what might happen next.Say what the title means and how it relates to the events.		Word Reading <ul style="list-style-type: none">Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.Read accurately by blending sounds in unfamiliar words containing GPCs taught.Read pseudo (alien) words with accuracy, which include vowel digraphs and trigraphs.Re read books to build up fluency and confidence in word reading.Recognise and use the different ways of pronouncing the same graphemeRead common exception words noting unusual correspondence between spelling and sound where these occur in the word.Split two and three syllable words including compound words into separate syllables to support blending for reading.Reading words with contractions and understand that the apostrophe represents the omitted letter. Understanding	



English Writing, Reading and SPAG overview

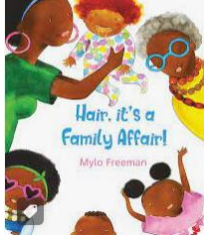
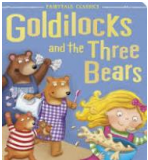
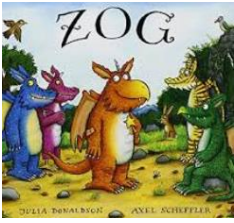
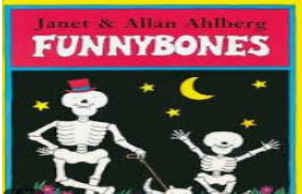


	<p>Discussion</p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Suggests a book for a group to listen to. • Listens to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. • Give opinions about books and stories • Become familiar with key stories and Traditional Tales, retelling them and considering their characteristics • Orally retells familiar stories. 	<ul style="list-style-type: none"> • Is able to activate prior knowledge e.g. 'What do you know about Minibeasts?' • Draw on what they know or on background information and vocabulary provided by the teacher. <p>Non-Fiction Information</p> <ul style="list-style-type: none"> • To identify key elements of a nonfiction book <p>Subheading Contents Picture and labels</p> <p>Discussion</p> <ul style="list-style-type: none"> • Provide a simple explanation of an aspect of what is happening in a text. • Appreciate some rhymes and poems: recite some by heart. • Take turns to speak and express simple opinions. 	<ul style="list-style-type: none"> • Talk about the significance of the title and events • Recognise and check when texts do not make sense when reading; self-correct and re-read inaccurate reading. • Discuss the meanings of new words, linking them to words already known. • Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. • Predict what might happen on the basis of what has been read so far e.g. 'the boy will be in trouble for stealing the buns.' <p>Non-Fiction Information</p> <ul style="list-style-type: none"> • To identify more key elements of a non-fiction book <p>Glossary Index</p> <ul style="list-style-type: none"> • Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. <p>Discussion</p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns, nodding and listening to others. Explain clearly their understanding of what is read to them. • Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. • Makes personal reading choices and gives reason for their selections. • Draw on what they know or on background
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English Writing, Reading and SPAG overview




					information and vocabulary provided by the teacher.	
Everyone's Welcome Text	Elmer 	Going to the Volcano 	Want to Play Trucks? 	Hair, It's a Family Affair 	Max the Champion 	Errol's Garden 
Reading for Pleasure at Home	Barbara Throws a Wobbler 	The Indestructible Tom Crean 				
Core Text linked to writing outcomes	Goldilocks  Ugly Duckling 	Zog  Funnybones 	How to make a jam sandwich (Grammarsaurus) The Frozen Carrot (Grammarsaurus)	Marine Animals (Grammarsaurus) The Nut Tree Julia Donaldson 	Leaf Boy (Grammarsaurus) How to catch a dinosaur (Grammarsaurus)	



English Writing, Reading and SPAG overview



						
Writing Outcomes	Poem – repetitive and non rhyming (reciting) Writing and linking sentences	Recount Narrative – Setting description	Instructions Narrative- Journey Tale Non Chronological report Poetry – rhyming couplets reciting by heart		Narrative- character description Instructions	Recount Narrative- Monster/alien tale
Grammar	<p>Write a simple sentence starting with a noun/proper noun</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Finish the sentence with a full stop</p> <p>Use a regular simple-past-tense verb in a sentence: He walked to school. First person (I and we), second person (you) and third person (he, she)</p>	<p>To orally use simple co-ordinating conjunctions: and, but</p> <p>Write a compound sentence using the coordinating conjunction “and”</p> <p>Use connectives of sequence: first, second, then</p> <p>Subject-verb agreement with “I” and “he/she” with “to do”, “to be” and “to have”: I/you/we have he/she has I/you/we do he/she does I am you/we are</p>	<p>Use capital letters for proper nouns (people and places)</p> <p>Use a capital letter for “I”</p> <p>Start sentences with a capital letter</p> <p>Use capital letters for days of the week</p> <p>Separate words with spaces</p>	<p>Regular plurals where you only add an “-s” or “-es”</p> <p>Suffixes of verbs, adding “-ed” or “-ing” Use the prefix of “un-” to create antonyms: happy – unhappy kind – unkind</p> <p>Use determiners: the, a, an, my, your, his, her</p> <p>Adverbs of manner (how) to describe a verb, ending in “-ly”</p>	<p>Orally devise alliteration: a cool cat, a sneaky snake</p> <p>Prepositions: up, down, in, into, out, to, onto, under, inside, outside, above</p> <p>Similes: as big as an elephant</p> <p>Use question marks</p>	<p>Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives: fast – faster – fastest</p> <p>Choose a specific noun: “Alsatian” rather than “dog”</p> <p>Use noun phrases: adjective + noun</p> <p>Use exclamation marks</p>



English Writing, Reading and SPAG overview


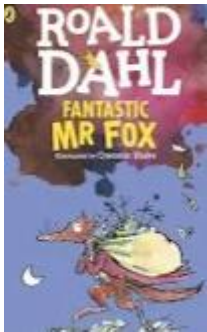
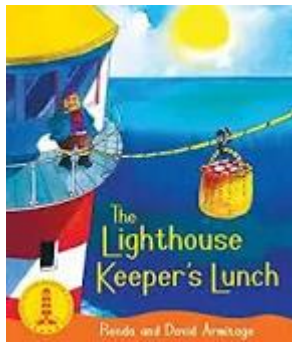


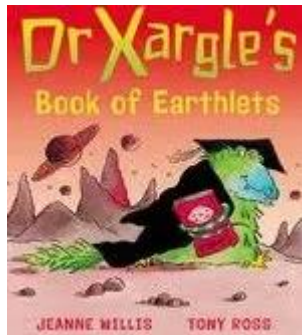


		he/she is Write a sentence that includes an adjective				
Spelling	Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' /k/ sound sp Recount Narrative – Setting description elled 'k' and 'nk' spelling pattern 'tch' trigraph Adding '-s' and '-es' to make plurals Adding suffixes '-ing' and '-ed' Adding prefix 'un-' Adding suffixes '- er' and '-est'	Compound words and words with unstressed vowels digraphs 'ai' and 'oi' digraphs 'ay' and 'oy' digraph 'a_e' digraph 'e_e' digraph 'i_e'	digraph 'o_e' digraph 'u_e' 'ar' 'ee' digraph 'ea' makes an /ee/ sound digraph 'ea' makes an /e/ sound	digraph 'er' is stressed digraph 'er' is unstressed digraphs 'ir' and 'ur' digraph 'oo' makes an /oo/ sound digraph 'oo' makes an /u/ sound digraphs 'oa' and 'oe' make an /oa/ sound	digraph 'ou' makes an /ow/ sound digraph 'ow' makes an /ow/ or /oa/ sound Words ending in 'y' /ee/ and 've' /v/ digraphs 'ue' and 'ew' digraph 'ie' makes an /igh/ sound Words where 'ie' makes an /ee/ sound	trigraph 'igh' digraph 'or' and the trigraph 'ore' digraphs 'aw' and 'au' make an /or/ sound trigraphs 'air' and 'ear' trigraphs 'ear' and 'are' make an /air/ sound digraphs 'ph' and 'wh'
Phonics	Phase 5b		Phase 5c		Phase 6a	



English Writing, Reading and SPAG overview



Year 2						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Geography My Local Area and Tromso Norway	History Changes in Technology	Geography Weather and Climate	History Hospitals and Health Care	History The Great Fire of London	Geography My Local Area and Tromso Norway
High Quality Texts	The Great Fairytale Disaster Burglar Bill Mrs Wobble the Waitress Mr Big Billy and The Beast The Rainbow Bear Beware the Storybook Wolves Little Red Reading Hood The Owl who was afraid of the dark		Fantastic Mr Fox Amazing Grace Meerkat Mail Who's Afraid of the Big Bad Book		Billy and the Beast Grandad's Island Hermelin: The Detective Mouse Mog the Forgetful Cat	
Whole Class Reading for Pleasure Text	The Owl Who was Afraid of the Dark – Jill Tomlinson 	Fantastic Mr Fox 	The Lighthouse Keepers Lunch 	Who's Afraid of the Big, Bad Book? -Lauren Child 	Pinocchio – Michael Morpurgo 	Dr Xargle's Book of Earthlets 



English Writing, Reading and SPAG overview



Guided Reading Text	Traction Man – Mini Grey 	Briar Rabbits Trick Bag – Oxford Owl Text Lost and Found – Oliver Jeffers 	Giraffe, the Pelly and Me – Roald Dahl 	Into the Forest – Anthony Browne 	Pinocchio – Michael Morpurgo 	Selection of class reading for pleasure texts.
Reading Skills	Word Reading <ul style="list-style-type: none">• Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• Develop recognition of high frequency words.• Re-read these books to build up their fluency and confidence in word reading.• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Read accurately words of two or more syllables that contain the same graphemes as above.			Word Reading <ul style="list-style-type: none">• Read accurately by blending the sounds that contain the graphemes taught so far, especially alternative graphemes.• Read accurately words of two or more syllables.• Re-read books to build up their fluency and confidence in word reading.• Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. Developing Reading for Pleasure and Reading Motivation <ul style="list-style-type: none">• Discussing the sequence of events in books and how items of information are related.• Listening to, discussing and expressing views about a wide range of contemporary poetry, stories and nonfiction at a level beyond that at which they can read independently.• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and		Word Reading <ul style="list-style-type: none">• Read words that contain common suffixes e.g ing, ed, er, est and y.• Read accurately by blending the sounds that contain the graphemes taught so far, especially alternative graphemes.• Read accurately words of two or more syllables that contain the same graphemes as above.• Read further common exception words noting unusual correspondence between spelling and sound and where these occur in a word. Developing Reading for Pleasure and Reading Motivation <ul style="list-style-type: none">• Discussing the sequence of events in books and how items of information are related.• Listening to, discussing and expressing views about a wide range of contemporary poetry, stories and nonfiction at a level beyond that at which they can read independently.• Becoming increasingly familiar with and retelling



English Writing, Reading and SPAG overview

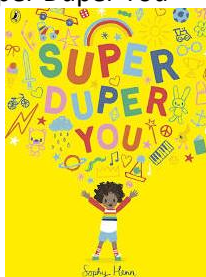

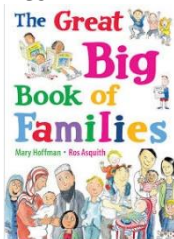

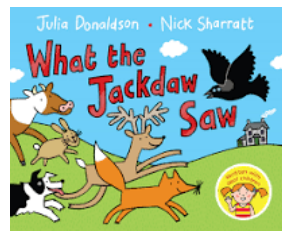

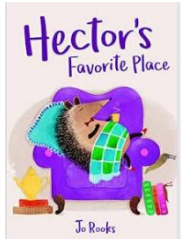
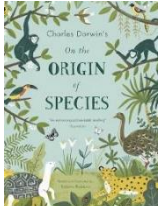



	<ul style="list-style-type: none"> • Read words containing common suffixes e.g. –ing, -ed, -er, -est and -y. <p>Developing Reading for Pleasure and Reading Motivation</p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related. • Listening to, discussing and expressing views about a wide range of contemporary poetry, stories and nonfiction at a level beyond that at which they can read independently. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Recognise the use of repetitive language within a story. • Make personal reading choices and provide recommendations to others. • Demonstrate enthusiasm for certain authors and types of book. <p>Understanding</p> <ul style="list-style-type: none"> • Demonstrate understanding of fiction and non-fiction by aurally asking who, what, where, when, why and how questions. • Discuss their understanding of text and give their opinions. • Discuss and clarify the meaning of words linking new meaning to known vocabulary. • Discuss favourite words and phrases • Pose orally rehearsed questions prior to reading non-fiction text. • Recognise when a text does not make sense when reading and with prompting initially and then with increased independence, correct. 	<p>traditional tales.</p> <ul style="list-style-type: none"> • Make personal reading choices and provide recommendations to others. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. <p>Understanding</p> <ul style="list-style-type: none"> • Develop and demonstrate understanding of characters and events through role play and drama drawing on the language of the text. • Recognise when a text does not make sense when reading. • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Predicting what might happen on the basis of what has been read so far and give reasons. • Recognise when a text does not make sense when reading and with prompting initially and then with increased independence, correct. • Identify and discuss words within the context of a text using morphology to work out the meaning of unfamiliar words. • Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • Identify how specific information is organised within nonfiction text e.g. sub-heading, contents, bullet points etc. <p>Discussion</p> <ul style="list-style-type: none"> • Give responses to the thoughts and ideas of others. 	<p>a wider range of stories, fairy stories and traditional tales.</p> <ul style="list-style-type: none"> • Recognise the use of repetitive language within a story. • Make personal reading choices and provide recommendations to others. • Demonstrate enthusiasm for certain authors and types of book. <p>Understanding</p> <ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done referring to specific evidence from the text. • Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. • Can capture in writing information about the main characters or setting. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • Identify how specific information is organised within nonfiction text e.g. sub-heading, contents, bullet points etc. <p>Discussion</p> <ul style="list-style-type: none"> • Give responses to the thoughts and ideas of others.
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English Writing, Reading and SPAG overview

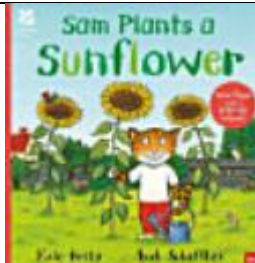


	<ul style="list-style-type: none">· Identify and discuss words within the context of a text using morphology to work out the meaning of unfamiliar words.· Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks. Non-Fiction Information Retrieval <ul style="list-style-type: none">· Being introduced to non-fiction that are being structured in different ways.· Identify how specific information is organised within a nonfiction text e.g. sub-headings, contents, bullet points etc. Discussion· Participate in discussions about books, poems and other works that are read to them, take in turns and listening to what others say		<ul style="list-style-type: none">• Participate in discussions about books, poems and other works that are read to them, take in turns and listening to what others say.			
Everyone’s Welcome Text	Super Duper You 	How To Be a Lion 	The Great Big Book of Families 	Amazing 	What the Jackdaw Saw 	All are Welcome 
Reading for Pleasure at Home	Hector’s Favourite Place 	On the Origin of Species 				
Core Text linked to	Orion and the Dark by Emily Yarlett		Charlie and the Lighthouse	Little Red Riding Hood texts 		Sam plants a sunflower- Kate Petty, Axel Schelffer



English Writing, Reading and SPAG overview



writing outcomes						
			Little Pigs – versions of 3 Little Pigs			
Writing Outcomes	Narrative – The Great Explorer Letter- informal Poetry- Write own calligrams (based on single words) Diary – diary of snowman and snow dog		Narrative- Tell me a Dragon Instructions- How to ride a dragon Poetry- Write own kennings Narrative (Quest T4W) Recount- The Day I met a Knight		Narrative- Dreamtime- WTTA Non-Chronological report- Indigenous animal Recount (3 rd Person) Poetry - Personal responses to poetry Recite familiar poems by heart	
Grammar	To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – <i>The building was big, but the Houses of Parliament were bigger.</i> – <i>Tom was the tallest boy in his class.</i> Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i> Coordinating conjunctions to create a compound sentence: <i>or, and, but</i> Subordinate conjunctions to create a complex sentence: <i>when, if, that, because</i> Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase	Ask a question and use a question mark Command, using the imperative form of a verb: <i>give... take...</i> Write a sentence that ends with an exclamation mark Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person)	Form simple past tense by adding “-ed”: <i>He played at school.</i> Use past continuous (progressive) tense <i>He was playing at school.</i> Using commas to separate lists: <i>He had a bag, ball and carpet.</i> Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i>	Move from generic nouns to specific nouns, eg, “dog” to “terrier” Temporal connectives: <i>next, last, an hour later</i> Use first, second and third person with subject-verb agreement Onomatopoeia Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i>	Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i> Use the prepositional phrases: <i>behind, above, along, before, between, after</i> Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i>



English Writing, Reading and SPAG overview



	Write a statement that starts with a capital letter and finishes with a full stop	(the cat in the basket)	<p><i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p> <p>Use present continuous tense: "to be" + "-ing" <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p>	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.		
Phonics	Phase 6b		Phase 6c		Phase 6d	
Spelling	kn- and gnwr- 's' sound spelt c -dge and -ge 'j' sound spelt as g Common exception words Review and consolidation	-le -el -il and -al -y -ies Common exception words Review and consolidation	-ed -er -est -ing to a -y word -ing -ed -er -est -y -l -ll Common exception words Review and consolidation	-o- -ey 'a' after q and w -or and -ar after w 'zh' sound spelt s Common exception words Review and consolidation	-ment -ness -ful -less -ly -tion Contraction words Possessive apostrophe Common exception words Review and consolidation	Homophones Conjunctions Months of the year Time words Question words Review and consolidation



English Writing, Reading and SPAG overview



Year 3						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The United Kingdom	Stone Age to Iron Age	Stone Age to Iron Age	Ancient Egypt	Land use	Bee conservation
Whole Class Reading for Pleasure Text						
Guided Reading Text						
Reading Skills	Word Reading <ul style="list-style-type: none"> Use prefixes to understand meanings e.g. re- meaning again or back, pre- meaning before. Read and understand selected words from the Years 3 list Developing Pleasure in Reading and Reading Motivation <ul style="list-style-type: none"> Identify and record the main events of a story in sequence e.g. story board or story map and use to re-tell. Orally retell stories including detail and vocabulary from the text to engage the reader. Engage through eye contact and gesture. Discuss themes in fairy stories, folk stories or traditional tales e.g. good over evil, wise and foolish. 		Word Reading <ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words e.g. drama, dramatic, dramatically. Use suffixes to understand meanings e.g. -ly meaning in this way. Read and understand selected words from the Years 3 list Developing Pleasure in Reading and Reading Motivation <ul style="list-style-type: none"> Prepare poems or play scripts to read aloud by text marking, colour coding or annotating to support rehearsal or performance. Show understanding through intonation, volume and action. Understanding <ul style="list-style-type: none"> Raise own questions during the reading process to deepen their understanding. 		Word Reading <ul style="list-style-type: none"> Read and understand selected words from the Years 3 list) Use knowledge of root words to understand meanings of words e.g. drama, dramatic, dramatically. Developing Pleasure in Reading and Reading Motivation <ul style="list-style-type: none"> Identify and record the main events of a story in sequence e.g. story board or story map and use to re-tell. Orally retell stories including detail and vocabulary from the text to engage the reader. Engage through eye contact and gesture. Understanding <ul style="list-style-type: none"> Respond to a statement using true or false; give simple reasons, drawing on the text. Discuss their understanding of the text by using 	



English Writing, Reading and SPAG overview



<ul style="list-style-type: none">• Discuss conventions in fairy tales, folk tales or traditional tales, introduced by the teacher e.g. a wish repeated several times. Understanding• Identify and discuss favourite words and phrases that capture the reader's interest and imagination.• Work out the meaning of unfamiliar words by using the context and offer explanations.• Use dictionaries (first two letters, progressing to first three letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text.• Take note of punctuation when reading aloud e.g. show a rising inflection in response to a question mark or change of voice due to speech marks. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none">• Identify how specific information is organised within a nonfiction text e.g. sub headings, bullet points, glossaries and diagrams.• Record information from non-fiction texts. Complete charts using key words, phrases or sentences. Make notes. <p>Discussion</p> <ul style="list-style-type: none">• Discuss and follow simple rules for discussion.• Develop and agree on rules for effective discussion, taking turns and listening to what others say.	<ul style="list-style-type: none">• Draw inferences around character actions, thoughts and feelings e.g. why did the Pied Piper take revenge?• Make predictions based on details stated.• Analyse texts looking at structure and presentation e.g. persuasive leaflets and letters, shape poems and calligrams.• Discuss the purpose of paragraphs in non-fiction texts e.g. non-chronological reports, biographies, letters <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none">• Use a title, cover and blurb to determine whether a book will provide relevant information for research.• Locate features of information texts in print and on screen e.g. contents, index, page numbers, hyperlinks and icons. <p>Discussion</p> <ul style="list-style-type: none">• Make contributions in group situations e.g. pairs and guided groups.• Participate in discussion about what is read to them and books they have read independently e.g. answering questions and making relevant comments.	<p>tentative language e.g. perhaps...</p> <ul style="list-style-type: none">• Use appropriate intonation and expression when reading aloud. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none">• Activate prior knowledge and prepare for research by creating a mind-map or concept map of what is already known about the subject.• Record information from non-fiction texts. Complete charts using key words, phrases or sentences. Make notes. <p>Discussion</p> <ul style="list-style-type: none">• Participate in discussion about what is read to them and books they have read independently e.g. answering questions and making relevant comments.• Develop and agree on rules for effective discussion, taking turns and listening to what others say.• Discuss and follow simple rules for discussion.• Make contributions in group situations e.g. pairs and guided groups.
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English Writing, Reading and SPAG overview



Everyone's Welcome Text	<p>This Is Our House</p> 	<p>We're All Wonders</p> 	<p>Beegu</p> 	<p>The Truth About Old People</p> 	<p>The Hueys in the New Jumper</p> 	<p>Planet Omar: Accidental Trouble Magnet</p> 
Reading for Pleasure at Home	<p>Florette</p> 	<p>On Sudden Hill</p> 	<p>The Buddy Bench</p> 	<p>Kai and the monkey king</p> 	<p>A Turtle's View of the Ocean</p> 	<p>Leon and the Place in Between</p> 
Core Text linked to writing outcomes	<p>Travel Brochures</p> <p>Florette</p> 	<p>Stone Age Boy</p>  <p>How to wash a woolly mammoth</p> 	<p>Arthur and the Golden Rope</p>  <p>Marcy and the Riddle Sphinx</p> 	<p>The Story of Tutankhamun</p> 	<p>A Turtle's View of the Ocean Blue</p> 	<p>Varmints</p> 



English Writing, Reading and SPAG overview



Writing Outcomes	Poetry – Nonsense poems Narrative – Conquering the monster, Losing tale Instructions – Wash a Wooley Mammoth Non chronological report – Travel brochure		Poetry – Read and write haiku Recount – Newspaper report Narrative – Adventure tale Non chronological report - Biography Persuasion - Letter		Poetry – Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. Narrative – Alternative ending Non chronological report – Fact file	
Grammar	Formation of nouns using prefixes : <i>auto- anti- super- under-</i> Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”) Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i> Expressing time, place and cause using conjunctions : <i>when, before, after, while, so, because</i>	Expressing time, place and cause, using prepositions : <i>before, after, during, in, because of</i> Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops. instead of She went to the shops.</i> Powerful verbs : Synonyms for verbs such as “said” or “go” to create more powerful verbs Prepositions : <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Exaggerated language : <i>unbelievable, glorious, etc.</i> Specific/technical vocabulary to add detail: <i>Siamese</i> cats are a variety that can live to a great age. The species has many unusual features for a feline. Inverted commas : Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es” To make the plural for nouns with a single vowel, ending in “-f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i> Noun plurals with a double vowel, ending in “-f”, just add “-s” to make the plural: <i>chief – chiefs</i> Compound sentences with co-ordinating conjunctions: <i>and, but, or, so, for, nor, yet</i> Complex sentences using subordinate conjunctions: <i>until</i>	Pronouns – To know the difference between the subject and object with the personal pronoun Quantifiers : <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i> The difference between a phrase and a clause Pattern of three for persuasion : <i>Fun. Exciting. Adventurous!</i>	Pronouns – Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i> Verbs – Use irregular simple past-tense verbs <i>awake – awoke</i> <i>blow – blew</i> Verbs – Past perfect: “had” + past participle Homophones and their meanings: <i>bear – bare</i> <i>pear – pair</i>



English Writing, Reading and SPAG overview

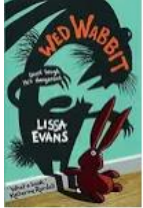
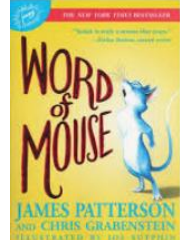




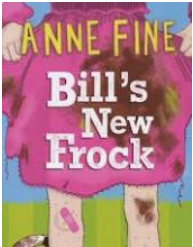
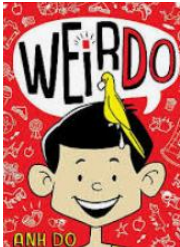
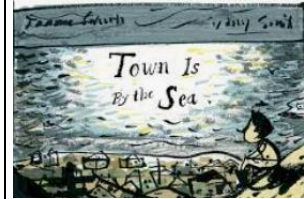
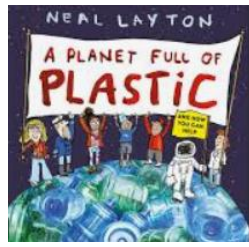
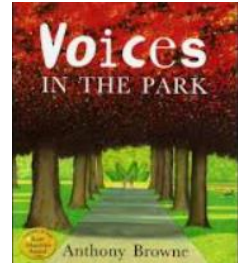
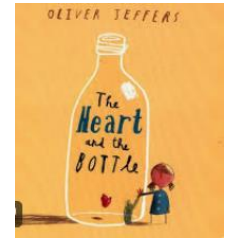


	Expressing time, place and cause using adverbs : <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i> Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	<i>although</i> <i>even if</i> Know that pronouns, nouns and proper nouns can all be the subject of a sentence		
Spelling	‘ou’ makes an /ow/ sound ‘ou’ makes a /u/ sound e ‘y’ makes an /i/ sound ending in ‘-sure’ ending in ‘-ture’ Common exception words Review and consolidation	prefix ‘re-’ prefix ‘dis-’ prefix ‘mis-’ ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words Common exception words Review and consolidation	suffix ‘-ly’ homophones digraph ‘ai’ and tetragraph ‘aigh’ digraph ‘ei’ and tetragraph ‘eigh’ digraph ‘ey’ makes an /ai/ sound Common exception words Review and consolidation	ending in ‘al’ ending in ‘le’ ‘-ly’ where the base word ends in ‘le’ ‘-ly’ where the base word ends in ‘-ic’ ‘-ly’; exceptions Common exception words Review and consolidation	suffix ‘-er’ digraph ‘ch’ makes a /k/ sound ending in ‘-gue’ and ‘-que’ digraph ‘sc’ makes a /s/ sound homophones Common exception words Review and consolidation	ending in ‘-sion’ Common exception words Review and consolidation



English Writing, Reading and SPAG overview



Year 4						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	My Region and the South Aegean, Greece	Ancient Greece	Locality	Romans	Romans	Weather and Climate
Whole Class Reading for Pleasure Text	<p>Wed Wabbit</p> 	<p>Word of Mouse</p> 	<p>The Tale of Angelino Brown</p> 	<p>Elizabeth Laird Iphin</p> 	<p>Th</p> 	<p>When the Mountains Roared</p> 
Guided Reading Text	<p>Bill's New Frock</p> 	<p>Weirdo</p> 	<p>Town is by the Sea</p> 	<p>A Planet Full of Plastic</p> 	<p>Voices in the Park</p> 	<p>The Heart and the Bottle</p> 
Reading Skills	<p>Word Reading</p> <ul style="list-style-type: none"> Use knowledge of root words <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> Speak confidently about texts using prompts such as: I really liked the part when... <p>Understanding</p> <ul style="list-style-type: none"> Work out the meaning of unfamiliar words from the context and explain the meaning of key vocabulary within the context of the text. Identify, discuss and collect favourite words and phrases which capture the readers interest and 		<p>Word Reading</p> <ul style="list-style-type: none"> Use suffixes to understand meanings of nouns e.g. -tion meaning the act or state of Use knowledge of root words to understand meaning of words e.g. fame. <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> Speak confidently about texts using prompts such as: I really liked the part when... Prepare a poem or play and perform. Use text marking, colour coding or annotating to support planning or performance. Perform with 		<p>Word Reading</p> <ul style="list-style-type: none"> I can read aloud with pace, fluency and expression, considering author's intent into account. Use prefixes to understand meanings eg. Ir- meaning not or il- meaning not Read and understand selected words from the Year 4 list <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> Speak confidently about texts using prompts such as: I really liked the part when... 	



English Writing, Reading and SPAG overview

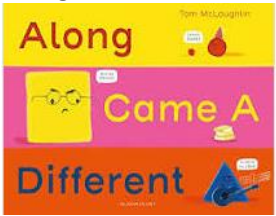
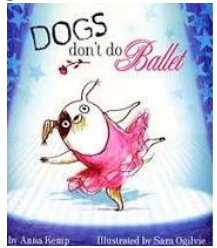

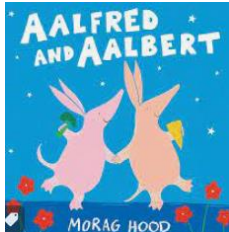


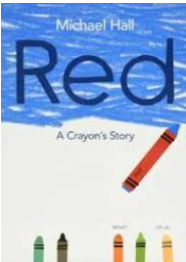
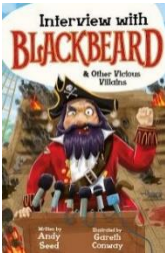


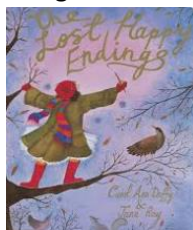
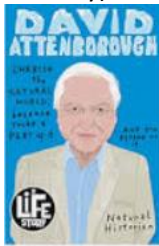
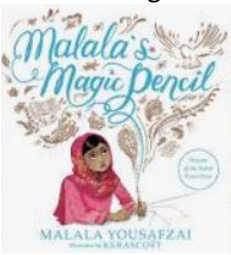
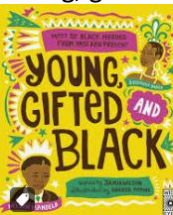
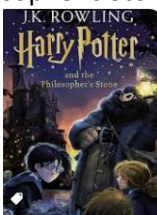

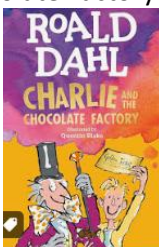


	<p>imagination in poetry and narrative texts e.g. similes and metaphors.</p> <ul style="list-style-type: none"> • Use dictionaries (first 3 letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text. • Make predictions from different parts of the story, based on information stated and implied. • Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • Evaluate how specific information is organised within a nonfiction text e.g. text boxes, glossaries or diagrams • Identify how paragraphs are used to sequence and organise information, how they can build up information effectively and how links are made between them. • Evaluate how specific information is organised within a nonfiction text e.g. text boxes, diagrams <p>Discussion</p> <ul style="list-style-type: none"> • Evaluate rules for effective discussion • Participate in discussion about what is read to them and books they have read independently e.g. expressing preferences, providing opinions, making relevant comments, building on the ideas of others etc. 	<p>expression.</p> <p>Understanding</p> <ul style="list-style-type: none"> • Draw inferences around a character's actions and justify with evidence from the text. • Distinguish between information that is stated and which is implied. • Identify, discuss and collect favourite words and phrases which capture the readers interest and imagination in poetry and narrative texts e.g. similes and metaphors. Explain the meaning of key vocabulary within the context of the text. Work out the meaning of unfamiliar words from the context. • Identify main ideas drawn from more than one paragraph and summarise these orally and in writing. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • Scan texts in print or onscreen to locate dates, numbers, headings, lists, bullet points, captions etc. • Identify, discuss and collect favourite words and phrases which capture the readers interest and imagination in poetry and narrative texts e.g. similes and metaphors. Explain the meaning of key vocabulary within the context of the text. Work out the meaning of unfamiliar words from the context <p>Discussion</p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them and books they have read independently e.g. expressing preferences, providing opinions and making relevant comments building on the ideas of others etc. 	<ul style="list-style-type: none"> • Prepare a poem or play and perform. Use text marking, colour coding or annotating to support planning or performance. Perform with expression. • Orally retell myths, fairy tales and tales from other cultures, engaging the listener through dramatic use of voice and actions, eye contact, expression, gesture and props. <p>Understanding</p> <ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarise these orally and in writing e.g. the character is evil because ... (Give three reasons from across a text). <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • Identify how paragraphs are used to sequence and organise information, how they can build up information effectively and how links are made between them. <p>Discussion</p> <ul style="list-style-type: none"> • Make extended contributions and respond to others in a variety of group situations.
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English Writing, Reading and SPAG overview



Everyone's Welcome Text	Along Came a Different 	Dogs Don't Do Ballet 	King and King 	Aalfred and Aalbert 	When Sadness Comes to Call 	Julian is a Mermaid 
Reading for Pleasure at Home	Red – A Crayon's Story 	Interview with Blackbeard 	The Building Boy 	Somebody Swallowed Stanley 	The Lost Happy Endings 	Sir David Attenborough (a life story) 
Core Text linked to writing outcomes	Malala's Magic Pencil 	Young, gifted and black 		Harry Potter and the Philosopher's Stone 	Stars with Flaming Tails 	Charlie and the Chocolate Factory 
Writing Outcomes	Persuasion Poetry- Free Verse Playscripts Narrative – with dialogue Story from another Culture Instructions		Poetry- Classic Poetry Explanation Narrative – Roman Myth Journalistic – Newspapers		Poetry- Research a particular poet. Personal responses to poetry Recite familiar poems by heart – Historical Non Chron Report- Romans Diary Narrative – Setting Description – Charlie and The Chocolate Factory	



English Writing, Reading and SPAG overview



Grammar	<p>Possessive apostrophes for regular singular and plural nouns</p> <p>Repetition to persuade: <i>Fun for now, fun for life</i></p> <p>Informal and formal language</p> <p>Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed”</p> <p>Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p>	<p>Using either a pronoun or the noun in sentences for cohesion and to avoid repetition</p> <p>Possessive pronouns: <i>yours, mine, theirs</i> <i>ours, hers, his, its</i></p> <p>Verbs – Past perfect continuous: “had” + past participle + “-ing”</p> <p>Capital letters for proper nouns: names, places, days of the week, months, titles and languages</p> <p>Colons for play scripts and to start a list</p>	<p>Prepositions: <i>at, underneath, since, towards, beneath, beyond</i></p> <p>Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” <i>baby – babies</i></p> <p>Verbs ending in “y”: change the “y” to an “i” and add “-es” <i>carry – carries</i></p> <p>Know the difference between a preposition and an adverb</p> <p>Verbs – Modal verbs: <i>could, should, would</i></p>	<p>Compound nouns using hyphens</p> <p>Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i></p> <p>Comparative and superlative adjectives: Change the “y” to an “i” and add either “-er” or “-est” - <i>happy – happier – happiest</i></p> <p>Compound sentences using all the co-ordinating conjunctions</p>	<p>Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p> <p>Powerful verbs Find synonyms of words to up-level sentences and give a greater effect</p> <p>Specific determiners: <i>their, whose, this, that, these, those, which</i></p>	<p>Plural nouns of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es”</p> <p>Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i></p>
Spelling	<p>Homophones</p> <p>e prefix ‘in-’ meaning ‘not’</p> <p>prefixes ‘il-’, ‘im-’ and ‘ir-’</p>	<p>ending in ‘-ation’</p> <p>ending ‘-ly’</p> <p>ending ‘-lly’</p> <p>e ‘ch’ makes a /sh/ sound</p>	<p>ending in ‘-sion’</p> <p>ending in ‘-ous’</p> <p>ending in ‘-ous’ incl. those where ‘ge’ from the base word remains</p>	<p>‘au’ makes an /or/ sound</p> <p>ending in ‘-cian’</p> <p>s ending in ‘-tion’</p> <p>ending in ‘-sion’</p> <p>adverbs of manner</p>	<p>homophones with ‘c’ before ‘i’ and ‘e’</p> <p>Words containing ‘sol’ and ‘real’</p>	<p>Words that are plurals with possessive apostrophes</p> <p>Common exception words</p>



English Writing, Reading and SPAG overview



	prefix 'sub-' meaning 'below' or further divided prefix 'inter-' meaning 'between or among' Common exception words Review and consolidation	Common exception words Review and consolidation	suffix is added to words ending in 'y' '-ious' and 'eous' Common exception words Review and consolidation	Common exception words Review and consolidation	Words containing 'phon' and 'sign' prefixes 'super-', 'anti-' and 'auto' prefix 'bi-' meaning 'two'	Review and consolidation
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English Writing, Reading and SPAG overview



Year 5						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Ancient Maya	Volcanoes	British Empire	Rivers	Tudors	Mountains
Whole Class Reading for Pleasure Text	<p>Fly me home.</p> 	<p>The Land of Roar</p> 	<p>The girl who stole an elephant.</p> 	<p>The Nowhere Emporium</p> 	<p>The many worlds of Albie Bright.</p> 	<p>The Shark Caller</p> 
	<p>Varjak Paw</p> 	<p>Explorer</p> 	<p>Freedom 1787</p> 	<p>The River Boy</p> 	<p>The Last Bear</p> 	<p>The man who walked between two towers.</p> 
Reading Skills	<p>Word Reading</p> <ul style="list-style-type: none"> To use knowledge of root words and suffixes to understand meanings To identify unfamiliar vocabulary and discuss possible meanings <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> Recommend books and poems to their peers with reasons for choices, including recommendations for fiction books, authors and non-fiction texts. 		<p>Word Reading</p> <ul style="list-style-type: none"> To identify unfamiliar vocabulary and discuss possible meanings <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> Recommend books and poems to their peers with reasons for choices, including recommendations for fiction books, authors and non-fiction texts. <p>Understanding</p> <ul style="list-style-type: none"> Using a piece of evidence, (e.g. a selection of 		<p>Word Reading</p> <ul style="list-style-type: none"> To identify unfamiliar vocabulary and discuss possible meanings <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> Recommend books and poems to their peers with reasons for choices, including recommendations for fiction books, authors and non-fiction texts. <p>Understanding</p> <ul style="list-style-type: none"> Using a piece of evidence, (e.g. a selection of 	



English Writing, Reading and SPAG overview

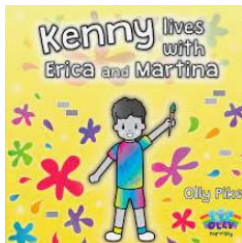
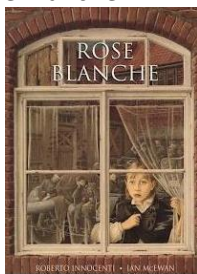
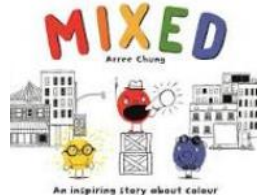
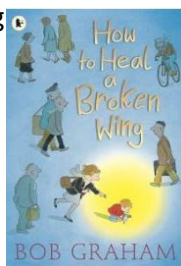
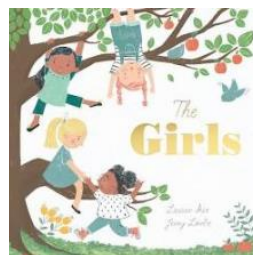
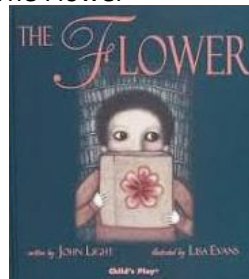

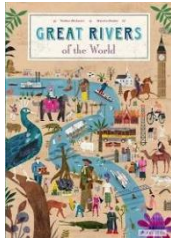


<p>· Prepare a play script to read aloud and perform (reading aloud and then by heart), showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Use text markings, colour coding and annotations to support planning and rehearsal.</p> <p>Understanding</p> <p>· Using a piece of evidence, (e.g. a selection of speech or description of a character's behaviour) draw inferences around a character's thoughts, feelings and motives and justify opinions through evidence</p> <p>· To use close reading, re-reading and reading ahead to locate evidence to support statements (provided by the teacher initially)</p> <p>· To compare settings within a text</p> <p>· To compare characters within a text, e.g. two characters or the same character at different points in the story</p> <p>· To use clues from character's actions and speech to make plausible predictions.</p> <p>Predict consequences using a combination of information including that which is stated or implied.</p> <p>· To identify, collate and discuss the key ideas and information from a range of sources</p> <p>Non-Fiction Information Retrieval</p> <p>· To identify the main idea of a paragraph in fiction and nonfiction and write a statement or paragraph heading to summarise. Extend to summarise ideas from more than one paragraph.</p> <p>· Analyse the conventions of different types of writing</p> <p>Discussion</p>	<p>speech or description of a character's behaviour) draw inferences around a character's thoughts, feelings and motives and justify opinions through evidence</p> <ul style="list-style-type: none"> • To use close reading, re-reading and reading ahead to locate evidence to support statements (provided by the teacher initially) • To compare different viewpoints • To talk confidently about the purpose of the text and the specific intentions of the author <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • To identify the main idea of a paragraph in fiction and nonfiction and write a statement or paragraph heading to summarise. Extend to summarise ideas from more than one paragraph. • Analyse the conventions of different types of writing • Scan text in-print or on screen to locate dates, numbers, names, headings, lists, bullet points, captions, key words or phrases etc. • Distinguish between statements of fact and opinion in a text <p>Discussion</p> <ul style="list-style-type: none"> • Prepare and deliver a short oral presentation linked to fiction or non-fiction, e.g. author recommendation, explaining their understanding of what they have read • Following a presentation linked to reading, ask and answer relevant question to deepen understanding and generate further discussion <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none"> • To explore, recognise and use the term simile 	<p>speech or description of a character's behaviour) draw inferences around a character's thoughts, feelings and motives and justify opinions through evidence</p> <ul style="list-style-type: none"> • To use clues from character's actions and speech to make plausible predictions. Predict consequences using a combination of information including that which is stated or implied. • To use close reading, re-reading and reading ahead to locate evidence to support statements <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • To identify the main idea of a paragraph in fiction and nonfiction and write a statement or paragraph heading to summarise. Extend to summarise ideas from more than one paragraph. • Analyse the conventions of different types of writing • Scan text in-print or on screen to locate dates, numbers, names, headings, lists, bullet points, captions, key words or phrases etc. • Distinguish between statements of fact and opinion in a text <p>Discussion</p> <ul style="list-style-type: none"> • Make active contributions to discussions about fiction, nonfiction and poetry, expressing opinions and preferences and giving reasons. Evaluating the impact of the author's use of language • To explore, recognise and use the term simile and metaphor • Explain the effect on the reader of the author's use of similes and metaphors in fiction and poetry • Explain the effect on the reader of the author's choice of language
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English Writing, Reading and SPAG overview



	<ul style="list-style-type: none">· Make active contributions to discussions about fiction, nonfiction and poetry, expressing opinions and preferences and giving reasons. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none">· To identify how language, structure and presentation contribute to meaning		and metaphor <ul style="list-style-type: none">• Explain the effect on the reader of the author's use of similes and metaphors in fiction and poetry• Explain the effect on the reader of the author's choice of language• Explore imagery in fiction and poetry recognising and explaining the effect of noun phrases• To comment on the structural choices an author has used to organise a text		<ul style="list-style-type: none">• Explore imagery in fiction and poetry recognising and explaining the effect of noun phrases• To identify how language, structure and presentation contribute to meaning	
Everyone's Welcome Text	Kenny Lives with Erica and Martina 	Rose Blanche 	Mixed 	How to Heal a Broken Wing 	The Girls 	The Flower 
Reading for Pleasure at Home	Malala's Magic Pencil 	Great Rivers of the World 				



English Writing, Reading and SPAG overview



Core Text linked to writing outcomes	<p>Tibicena – Talk for Writing Text.</p> <p>Should Goldilocks go to Jail? – Talk for Writing Text</p>	 		 <p>Just the prologue before continuing as whole class read.</p>	<p>The Blue Fish – Talk for Writing Text.</p> 	<p>The Canal – Talk for Writing Text.</p> 
Writing Outcomes	<p>Narrative- – Conquer a monster</p> <p>Poetry- Read and respond to cinquains.</p> <p>Experiment with writing their own.</p> <p>Discussion- Should Halloween be banned?</p> <p>Narrative – opening and endings Jumanji</p>		<p>Explanation- Phases of the Moon</p> <p>Poetry- Listen to, read and respond to raps.</p> <p>Experiment with writing their own.</p> <p>Non Chronological report - linked to Science Week</p> <p>Narrative- Journey Tale.</p>		<p>Persuasion- Climate Change</p> <p>Narrative- Creating atmosphere</p> <p>Poetry-Research a particular poet. Personal responses to poetry Recite familiar poems by heart</p> <p>Biography – David Attenborough</p>	
Grammar	<p>Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p> <p>Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p> <p>Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p>	<p>Brackets for parenthesis</p> <p>Dashes for parenthesis</p> <p>Commas for parenthesis</p> <p>Relative pronouns: <i>who, which, that, whom, whose</i></p> <p>Relative clauses to add detail beginning with “who”, “which”, “where”, “when”,</p>	<p>Developing technical language</p> <p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p> <p>Connectives to build cohesions:</p> <ul style="list-style-type: none"> - Exemplification - Results - To summarise 	<p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p> <p>Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p>Moving parts of sentences around to create different effects</p> <p>Future tense verbs</p> <p>Onomatopoeia</p>	<p>Metaphors</p> <p>Rhetorical questions</p> <p>Personification</p> <p>Secure use of compound sentences</p>



English Writing, Reading and SPAG overview

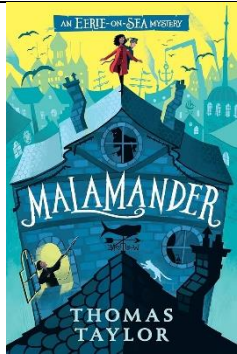


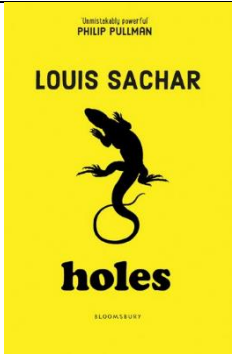


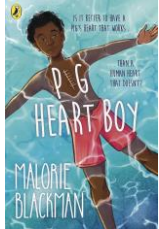







	<p>Indicating degrees of possibility using adverbs: <i>perhaps, surely</i></p> <p>Embellishing simple sentences</p>	<p>“whose”, “that”, or an omitted relative pronoun</p>	<p>- To sequence</p> <p>Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p> <p>Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i></p>	<p>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p> <p>Speech in inverted commas</p>		
Spelling	<p>ending in ‘-tious’ and ‘-ious’</p> <p>ending in ‘-cious’</p> <p>ending in ‘-cial’</p> <p>ending in ‘-tial’</p> <p>ending in ‘-cial’ and ‘-tial’</p> <p>Common exception words</p> <p>Review and consolidation</p>	<p>ending in ‘-ant’</p> <p>ending in ‘-ance’ and ‘-ancy’</p> <p>ending in ‘-ent’ and ‘-ence’</p> <p>ending in ‘-able’ and ‘-ible’</p> <p>ending in ‘-ably’ and ‘-ibly’</p> <p>Common exception words</p> <p>Review and consolidation</p>	<p>s ending in ‘-able’, where the ‘e’ from the root word remains</p> <p>adverbs of time</p> <p>suffixes where the base word ends in ‘-fer’</p> <p>‘silent’ first letters</p> <p>‘silent’ letters</p> <p>Common exception words</p> <p>Review and consolidation</p>	<p>‘ie’ after ‘c’</p> <p>‘ei’ can make an /ee/ sound</p> <p>‘ough’ makes an /or/ sound</p> <p>containing ‘ough’</p> <p>Adverbs of possibility and frequency</p> <p>Common exception words</p> <p>Review and consolidation</p>	<p>homophones or near homophones</p> <p>Common exception words</p> <p>Review and consolidation</p>	<p>Words with hyphens</p> <p>Common exception words</p> <p>Review and consolidation</p>



English Writing, Reading and SPAG overview



Year 6						
	Autumn		Spring		Summer	
Topic	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Economic Activity of the UK	WW2	WW2	Crime and Punishment	Crime and Punishment	Sustainability
Whole Class Reading for Pleasure Text						
Guided Reading Text						
Reading Skills	Word Reading <ul style="list-style-type: none"> Use etymology to help with the pronunciation of new words. Work out unfamiliar words by focusing on all letters in a word. Read and understand selected words from the Years 6 list. Developing Pleasure in Reading and Reading Motivation <ul style="list-style-type: none"> Recommend books and poems to their peers orally and in writing, with detailed reasons for choices, including recommendations for fiction books, authors and non-fiction texts. Understanding 		Word Reading <ul style="list-style-type: none"> Work out unfamiliar words by focusing on all letters in a word. Read and understand selected words from the Years 6 list. Use knowledge of root word, prefixes and suffixes to investigate how the meanings of words change. Developing Pleasure in Reading and Reading Motivation <ul style="list-style-type: none"> Recommend books and poems to their peers orally and in writing, with detailed reasons for 		Word Reading <ul style="list-style-type: none"> Work out unfamiliar words by focusing on all letters in a word. Read and understand selected words from the Years 6 list. Use knowledge of root words and suffixes to understand meanings. Developing Pleasure in Reading and Reading Motivation <ul style="list-style-type: none"> Recommend books and poems to their peers orally and in writing, with detailed reasons for choices, including recommendations for fiction 	



English Writing, Reading and SPAG overview



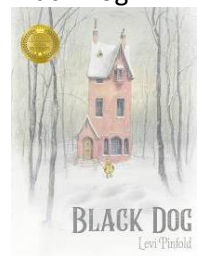
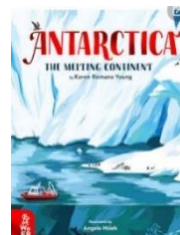


<ul style="list-style-type: none">• Identify unfamiliar vocabulary and discuss possible meanings.• Using a piece of evidence, (e.g. a section of speech or description of a character's behaviour) infer character's thoughts, feelings and motives, and justify opinions through evidence.• Use clues from character's actions and speech to make plausible predictions.• Predict consequences using a combination of information including that, which is stated and implied. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none">• Analyse the conventions of different types of writing.• Identify the main idea of a paragraph in fiction and nonfiction and write a statement or paragraph heading to summarise. Extend to summarising ideas from more than one paragraph. <p>Discussion</p> <ul style="list-style-type: none">• Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say. Build on the thoughts and opinions of others.• Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none">• Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.	<p>choices, including recommendations for fiction books, authors and non-fiction texts.</p> <ul style="list-style-type: none">• Prepare a poem to read aloud and perform with dramatic effect (reading aloud and then by heart). Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal. <p>Understanding</p> <ul style="list-style-type: none">• Compare characters and settings in detail and with supporting evidence, within and across texts.• Discuss a theme within a text.• Skim and scan across a longer text for location of specific information.• Identify how language structure and presentation contribute to meaning. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none">• Analyse the conventions of different types of writing.• Formulate a simple hypothesis related to non-fiction. <p>Discussion</p> <ul style="list-style-type: none">• Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say. Build on the thoughts and opinions of others.• Prepare and deliver a short oral presentation linked to reading. Use visual aids appropriately to support. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none">• Explore, recognise and use the term analogy. Describe its effect within a text.	<p>books, authors and non-fiction texts.</p> <ul style="list-style-type: none">• Prepare a poem to read aloud and perform with dramatic effect (reading aloud and then by heart). Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal. <p>Understanding</p> <ul style="list-style-type: none">• Skim and scan across a longer text for location of specific information.• Identify how language structure and presentation contribute to meaning.• Use close reading, re-reading and reading ahead to locate evidence to support statements provided by the teacher initially. Discuss and capture in writing.• Formulate a simple hypothesis related to fiction and nonfiction and through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none">• Analyse the conventions of different types of writing.• Retrieve, record, and make notes and present information from non-fiction, including texts used in other subjects. Use simple abbreviations when note taking. Understand clearly what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. <p>Discussion</p> <ul style="list-style-type: none">• Make active contributions to discussions about what is read to them and books they
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English Writing, Reading and SPAG overview



		<ul style="list-style-type: none">Explore, recognise and use the terms style and effect. Describe the effect within a text.			<p>have read independently, taking turns and listening to what others say. Build on the thoughts and opinions of others.</p> <ul style="list-style-type: none">Respond to questions from an audience following a presentation linked to reading. Spend time structuring a response before presenting. Challenge the views of others and participate in debate. Prepare and deliver formal presentations including debates. <p>Evaluating the impact of the author’s use of language</p> <ul style="list-style-type: none">Explore, recognise and use the term personification. Describe its effect within a text.	
Everyone’s Welcome Text	<p>King of the Sky</p> 	<p>The Only Way Is Badger</p> 	<p>Leaf</p> 	<p>The Island</p> 	<p>Introducing Teddy</p> 	<p>A Day in the Life of Marlon Bundo</p> 
Reading for Pleasure at Home	<p>Black Dog</p> 			<p>Antarctica: The Melting Continent</p> 		



English Writing, Reading and SPAG overview



Core Text linked to writing outcomes						
Writing Outcomes	<p>Writing to inform – travel writing</p> <p>Writing to entertain – narrative - describe settings, characters and atmosphere</p>	<p>Writing to inform - non-chronological report</p> <p>Writing to inform - recount – diary</p> <p>Writing to entertain – poetry - based on war poet, Siegfried Sassoon</p>	<p>Writing to persuade – formal letter</p> <p>Writing to entertain – narrative - dialogue to convey character and advance the action</p>	<p>Writing to inform - recount – informal letter</p> <p>Writing to discuss – balanced argument</p> <p>Writing to entertain – poetry – performance poetry</p>	<p>Writing to entertain – narrative - describe settings, characters and atmosphere & dialogue to convey character and advance the action</p>	<p>Writing to persuade – poster</p> <p>Writing to entertain – poetry - sonnets</p>
Grammar and punctuation	<p>Use a wide range of sentence structures to add interest</p> <p>Use subordinate clauses to add detail or context, including in varied positions</p> <p>Use expanded noun phrases to inform</p> <p>Use relative clauses to add further detail</p>	<p>Use subordinate clauses to add detail or context, including in varied positions</p> <p>Use expanded noun phrases to inform</p> <p>Use relative clauses to add further detail</p> <p>Use passive voice to remain formal or detached</p> <p>Use brackets or dashes to explain technical vocabulary</p> <p>Use colons to introduce lists or sections</p>	<p>Use imperative and modal verbs to convey urgency</p> <p>Use adverbials to convey sense of certainty</p> <p>Use of short sentences for emphasis</p> <p>Use of the subjunctive form for formal structure</p>	<p>Use subordinating conjunctions in varied positions</p> <p>Use modal verbs to convey degrees of probability</p> <p>Use relative clauses to provide supporting detail</p> <p>Use adverbials to provide cohesion across the text</p>	<p>Use full punctuation for direct speech, including punctuation within and before inverted commas</p> <p>Use nouns & pronouns for clarity and cohesion</p> <p>Use a wide range of sentence structures to add interest</p>	<p>Use imperative and modal verbs to convey urgency</p> <p>Use adverbials to convey sense of certainty</p> <p>Use of short sentences for emphasis</p> <p>Use of the subjunctive form for formal structure</p> <p>Use ?! for rhetorical / exclamatory sentences</p>



English Writing, Reading and SPAG overview



	<p>Begin to use passive voice to remain formal or detached</p> <p>Use brackets or dashes to explain technical vocabulary</p> <p>Use colons to introduce lists or sections</p> <p>Secure use of commas to mark clauses</p> <p>Use brackets for incidentals</p> <p>Use dashes to emphasise additional information</p> <p>Use colons to add further detail in a new clause</p> <p>Use semi-colons to join related clauses</p>	<p>Use semi-colons to punctuate complex lists, including when using bullet points</p> <p>Use of commas to mark clauses, including opening subordinating clauses</p> <p>Use colons & semi-colons to mark clauses</p>	<p>Use ? ! for rhetorical / exclamatory sentences</p> <p>Use colons and semi-colons to list</p> <p>Use brackets or dashes for parenthesis, including for emphasis</p> <p>Use semi-colons for structure repetition</p>	<p>Use expanded noun phrases to describe in detail</p> <p>Use passive voice to maintain impersonal tone</p> <p>Use brackets or dashes for parenthesis, including for emphasis</p> <p>Use colons and semi-colons to punctuate complex lists</p> <p>Secure use of commas to mark clauses, including opening subordinating clauses</p> <p>Use colons & semi-colons to mark clauses</p>	<p>Use subordinate clauses to add detail or context, including in varied positions</p> <p>Use relative clauses to add detail or context</p> <p>Use brackets for incidentals</p> <p>Use dashes to emphasise additional information</p> <p>Use colons to add further detail in a new clause</p> <p>Use semi-colons to join related clauses</p>	<p>Use colons and semi-colons to list</p> <p>Use brackets or dashes for parenthesis, including for emphasis</p> <p>Use semi-colons for structure repetition</p>
Spelling	<p>adding suffi-xes beginning with vowel letters to words of more than one syllable</p> <p>the /i/ sound spelt y other than at the end of words</p>	<p>endings that sound like /ʒən/</p> <p>the su-ffix -ous</p> <p>endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>words with /k/ sound spelt ch</p> <p>words with /ʃ/ sound spelt ch</p>	<p>endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>endings which sound like /ʃəl/</p> <p>words ending in -ant, -ance, -ancy, -ent, -ence, -ency</p>	<p>words containing the letter string ough</p> <p>words with 'silent' letters</p> <p>homophones and near homophones/other words that are often confused</p> <p>consolidation / revision</p>	SATS (consolidation / revision)	consolidation / revision



English Writing, Reading and SPAG overview



	<p>the /ʌ/ sound spelt ou</p> <p>prefixes</p> <p>the suff-ix -ation</p> <p>the suffi-x -ly</p> <p>words with endings sounding like /ʒə/ or /tʃə/</p> <p>endings that sound like /ʒən/</p>	<p>words ending with /g/ sound spelt -gue and the /k/ sound spelt -que</p> <p>words with /s/ spelt sc</p> <p>words with /eɪ/ sound spelt ei, eight, or ey</p>	<p>words ending in -able and -ible, -ably and -ibly</p> <p>adding suffi-xes beginning with vowel letters to words ending in -fer</p> <p>words with /i:/ sound spelt ei</p>			
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