



ENGLISH OVERVIEW



Text in green indicates year group expectations for Vocabulary, Grammar and Punctuation (English Appendix 2)

Statements in blue are end of Key Stage expectations taken from the Teacher Assessment Framework

EYFS	ELG	Unit 1 All About Me	Unit 2 Celebrations	Unit 3 Amazing Animals	Unit 4 Isn't Life Wonderful!	Unit 5 Kings and Queens	Unit 6 Let's Explore
Literacy Comprehension:	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>All are welcome by Alexandra Penfold (author), Suzanne Kaufman (illustrator)</p> <p>Fiction- celebrates inclusiveness and diversity</p>	<p>Celebrations Around the World: The Fabulous Celebrations you Won't Want to Miss by Katy Halford</p> <p>Non-Fiction-Information about important festivals, celebrations, and holidays enjoyed by people around the world</p>	<p>Farmer duck by Martin Waddell (Author), Helen Oxenbury (Illustrator)</p> <p>Poetry-Repetitive language</p> <p>Recount: Story writing- (Beginning/middle and end)</p> <p>Instruction: Label farm animals</p> <p>Report: Poster/Character description-begin to use simple adjectives to describe a character</p>	<p>Jaspers Beanstalk by Nick Butterworth and Mick Inkpen</p> <p>Fiction-with gentle moral</p> <p>Recount: Diary-sequencing events</p> <p>Instruction: Follow instruction to plant their own bean</p>	<p>The Queens hat? by Steve Antony</p> <p>Fiction- features rhyming, speech rhythms, onomatopoeic words and fantastic visual storytelling.</p>	<p>Whatever next by Jill Murphy</p> <p>Fiction</p>
		<ul style="list-style-type: none"> Story map (setting) Joining in with rhymes and showing an interest in stories with repeated refrains. Learn new vocab 	<ul style="list-style-type: none"> Story map (setting and characters) Retell Sequencing familiar stories through the use of pictures to tell the story. Learn new vocab 	<ul style="list-style-type: none"> Story map (setting, characters and plot) Retell Sequencing familiar stories through the use of pictures to tell the story. Learn new vocab 	<ul style="list-style-type: none"> Story map (setting, characters, plot and theme) Retell Predict from the title. Learn new vocab 	<ul style="list-style-type: none"> Story map (setting, characters, plot and theme) Retell in their own words Predict what might happen next? Learn new vocab 	<ul style="list-style-type: none"> Story map (setting, characters, plot and theme) Retell in their own words Learn new vocab
Literacy Word Reading:	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their 	<p>RWI activities –</p> <ul style="list-style-type: none"> Daily RWI lessons and activities to support learning phonemes and GPC. Learn Simple Set 1 sounds and oral blending. Reading irregular words – I, the, said Most children to focus on learning Set 1 sounds. 	<p>RWI activities –</p> <ul style="list-style-type: none"> Daily RWI lessons and activities to support learning phonemes and GPC. Learn Simple Set 1 sounds, oral blending and reading CVC words. Reading irregular words – I, the, said 	<p>RWI activities –</p> <ul style="list-style-type: none"> Daily RWI lessons and activities to support learning phonemes and GPC. Review Simple Set 1 sounds and learn Set 1 digraphs, oral blending and reading CVC words. 	<p>RWI activities –</p> <ul style="list-style-type: none"> Daily RWI lessons and activities to support learning phonemes and GPC. Review all Set 1 sounds, oral blending and reading CVC, CCVC, CVCC words. Read and spell words consistent with their phonic 	<p>RWI activities –</p> <ul style="list-style-type: none"> Daily RWI lessons and activities to support learning phonemes and GPC. Review all Set 1 sounds, read phonetically decodable words using taught graphemes. Learn Set 2 sounds. Read and spell words consistent with their phonic 	<p>RWI activities –</p> <ul style="list-style-type: none"> Daily RWI lessons and activities to support learning phonemes and GPC. Read and spell words consistent with their phonic knowledge. Say a sound for each letter in the alphabet and at least 10 digraphs.



ENGLISH OVERVIEW



	<p>phonic knowledge by sound-blending;</p> <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Some children will be able to orally blend and/or read CVC word. 	<ul style="list-style-type: none"> Most children to focus on learning Set 1 sounds and assisted blending. Some children will be able to orally blend and/or read CVC word. Some children will focus on reading Paper Ditties. 	<ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound blending Reading irregular words – I, the, said, you, your, my Some children to focus on learning Set 1 sounds and assisted blending. Many children will be able to orally blend and/or read CVC word. Some children will focus on reading Paper Ditties or Red RWI books. 	<p>knowledge by sound-blending.</p> <ul style="list-style-type: none"> Reading irregular words – I, the, said, you, your, are, our, he, she, me, my, they, to Some children to focus on learning Set 1 sounds and assisted blending. Some children will be able to orally blend and read CVC word. Many children will focus on reading Paper Ditties, Red RWI books or Green books. Children reading Green books will start to learn Set 2 sounds. 	<p>knowledge by sound-blending.</p> <ul style="list-style-type: none"> Reading irregular words – I, the, said, you, your, are, our, he, she, me, my, they, to, we, who, why A few children to focus on moving from assisted blending to independent blending. Some children will focus on reading Paper Ditties. Most children will focus on reading Red, Green or Purple books. Children reading Green and above will learn set 2 sounds. 	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Reading irregular words – I, the, said, you, your, are, our, he, she, me, my, they, to, we, who, why, be, to A few children to focus on moving from assisted blending to independent blending. Most children will focus on reading Red, Green, Purple or Pink RWI books. Children reading Green and above books will learn Set 2 sounds.
Literacy Writing:	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Spell using Fred Fingers To give meaning to the marks they make... Talk about senses to describe what they feel, hear, see etc. Colour Monster – label photos of each monster What makes me happy? (Draw and label) 	<ul style="list-style-type: none"> Spell using Fred Fingers To write sentences showing awareness of basic punctuation Labelling the characters from the story (Jolly Christmas Postman) Labelling maps Christmas cards to each other-name writing focus 	<ul style="list-style-type: none"> Spell using Fred Fingers To retell the Farmer Duck story. Group Information poster about a farm animal from the story. Discuss and label pictures 	<ul style="list-style-type: none"> Spell using Fred Fingers Diary of planting a bean Retell parts of the story Speech bubbles Creating own story maps Instructions on how to grow a bean. Write captions and labels, Write simple sentences. Ordering a story. 	<ul style="list-style-type: none"> Spell using Fred Fingers Talk about the order things happened using language such as 'first, then, next' Create a lost hat poster Prediction-where do you think the Queens hat went? 	<ul style="list-style-type: none"> Spell using Fred Fingers Talk about the order things happened using language such as 'first, then, next'
Communication and Language Listening, Attention and	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions 	<ul style="list-style-type: none"> Enjoys listening to longer stories and can remember much of what happens Understand how to listen carefully and why listening is important. Learn new vocabulary Develop social phrases 	<ul style="list-style-type: none"> Enjoys listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts. Learn new vocabulary Develop social phrases 	<ul style="list-style-type: none"> Learn new vocabulary. Begin to articulate thoughts and ideas through well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> Learn new vocabulary. Begin to articulate thoughts and ideas through well-formed sentences. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some 	<ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more and to check their understanding. Describe some events in detail. Engage in non-fiction books. 	<ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more and to check their understanding. Describe some events in detail. Connect one idea or action to another using a range of connectives.



ENGLISH OVERVIEW



	<p>when being read to and during whole class discussions and small group interactions</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems, and songs. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems, and songs. 	<ul style="list-style-type: none"> • Learn rhymes, poems, and songs. 	<p>as exact repetition and some in their own words.</p>		<ul style="list-style-type: none"> • Use talk to work out problems, organise thinking and activities, explaining how things work and why they might happen. Engage in non-fiction books
<p>Communication and Language Speaking:</p>	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, 	<ul style="list-style-type: none"> • Neli program • Stem sentences • Repeat sentences back to children, replacing mistakes with corrections • Discuss the things that make them unique by sharing their like and dislikes • Things that are important or special to them • Extend vocabulary through games and activities • Recreate roles and experiences in play situations 	<ul style="list-style-type: none"> • Neli program • Stem sentences • Repeat sentences back to children, replacing mistakes with corrections • Extend vocabulary through games and activities • Recreate roles and experiences in play situations • Discuss how celebrations are similar/different 	<ul style="list-style-type: none"> • Neli program • Stem sentences • Repeat sentences back to children, replacing mistakes with corrections • Extend vocabulary through games and activities • Recreate roles and experiences in play situations • Discuss how animals change. • Describe how animals look, using adjectives 	<ul style="list-style-type: none"> • Neli program • Stem sentences • Repeat sentences back to children, expanded the words they have used • Extend vocabulary through games and activities • Recreate roles and experiences in play situations • Describe how things change as they grow 	<ul style="list-style-type: none"> • Neli program • Stem sentences • Repeat sentences back to children, expanded the words they have used • Extend vocabulary through games and activities • Recreate roles and experiences in play situations • Discuss the London landmarks 	<ul style="list-style-type: none"> • Neli program • Stem sentences • Repeat sentences back to children, expanded the words they have used • Extend vocabulary through games and activities • Recreate roles and experiences in play situations • Discuss where else the bear could go and who he could see



ENGLISH OVERVIEW



	<p>non-fiction, rhymes and poems when appropriate</p> <ul style="list-style-type: none">• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.						
--	---	--	--	--	--	--	--



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Y1	English – Writing Units	Bridging Unit Harry the Happy Mouse	Supertato Unit	Family Album	Robots	Peter Rabbit Unit	How to Train a Train Unit
	Genres	Rhymes, Poems, songs Information booklet	(6-7 weeks) Repetitive patterned stories Poems on a theme Range of non-fiction texts	Traditional tales (3 weeks): Fairy tales Recounts (2 weeks)	Stories with fantasy settings (2-3 weeks) Poems to learn by heart (integrated above) Recounts (2 – 3 weeks)	(6 weeks) Classic stories Information texts with an author focus Traditional rhymes	(6-7 weeks) Non-fiction texts: information, instructions and persuasion Stories with familiar settings Traditional rhymes
Reading							
	Word Reading	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read other words of more than one syllable that contain taught GPCs 	<ul style="list-style-type: none"> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Apply phonic knowledge and skills as the route to decode words Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
	Comprehension – Pleasure	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Discuss the significance of the title and events 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		<ul style="list-style-type: none"> Learn to appreciate rhymes and poems, and to recite some by heart Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> To begin to link what they read or hear to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Learn to appreciate rhymes and poems, and to recite some by heart Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Learn to appreciate rhymes and poems, and to recite some by heart Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases Discuss word meanings, linking new meanings to those already known
	Comprehension – Understanding	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Discuss the significance of the title and events Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done Check that the text makes sense to them as they read and correcting inaccurate reading Draw on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Discuss the significance of the title and events Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done Check that the text makes sense to them as they read and correcting inaccurate reading Draw on what they already know or on background information and vocabulary provided by the teacher
	Participating in discussion	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 				<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them
	Retrieving and recording information from non-fiction						
	Evaluating the impact of the author's use of language						



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Writing							
Composition	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Leave spaces between words Combine words to make sentences 	<ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop Join words and join clauses using and Use a capital letter for the personal pronoun 'I' 	<ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week Join words and join clauses using and 	<ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Join words and join clauses using and Use regular plural noun suffixes -s or -es 	<ul style="list-style-type: none"> Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Join words and join clauses using and Use suffixes that can be added to verbs where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Join words and join clauses using and Use the prefix un- to change the meaning of verbs and adjectives
	Planning	<ul style="list-style-type: none"> Say out loud what they are going to write about Orally compose every sentence before writing 	<ul style="list-style-type: none"> Say out loud what they are going to write about Orally compose every sentence before writing 	<ul style="list-style-type: none"> Say out loud what they are going to write about Orally compose every sentence before writing 	<ul style="list-style-type: none"> Say out loud what they are going to write about Orally compose every sentence before writing 	<ul style="list-style-type: none"> Say out loud what they are going to write about Orally compose every sentence before writing 	<ul style="list-style-type: none"> Say out loud what they are going to write about Orally compose every sentence before writing
	Drafting and writing	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Sequence sentences to form short narratives
	Evaluating and editing	<ul style="list-style-type: none"> Discuss their writing with adults and peers 	<ul style="list-style-type: none"> Discuss their writing with adults and peers 	<ul style="list-style-type: none"> Discuss their writing with adults and peers 	<ul style="list-style-type: none"> Discuss their writing with adults and peers 	<ul style="list-style-type: none"> Discuss their writing with adults and peers 	<ul style="list-style-type: none"> Discuss their writing with adults and peers
Performing	<ul style="list-style-type: none"> Read aloud their writing to adults and peers 	<ul style="list-style-type: none"> Read aloud their writing to adults and peers 	<ul style="list-style-type: none"> Read aloud their writing to adults and peers 	<ul style="list-style-type: none"> Read aloud their writing to adults and peers 	<ul style="list-style-type: none"> Read aloud their writing to adults and peers 	<ul style="list-style-type: none"> Read aloud their writing to adults and peers 	
Transcription	Spelling	<ul style="list-style-type: none"> Words ending in 'ff', 'll', 'ss', 'zz', 'ck'. Words with the /k/ spelt 'k' and 'nk' in spelling patterns Words with the trigraph 'tch' Adding '-s' and '-es' to make plurals Adding the suffixes '-ing' and '-ed'. Adding the prefix 'un-' and the suffixes '-er' and 'est' Compound words and words with unstressed vowels Words with a digraphs 'ai' and 'oi' Words with the digraphs 'ay' and 'oy' Words with the split digraph 'a_e' Words with the split digraph 'e_e' Words with the split digraph 'i_e' <p>Teach Common Exception Words for Autumn</p>	<ul style="list-style-type: none"> Words with the split digraph 'o_e' Words with the split digraph 'u_e' Words with the digraph 'ar' Words with the digraph 'ee' Words where the digraph 'ea' makes an /ee/ sound Words where the 'ea' makes an /e/ sound Words where the digraph 'er' is stressed Words where the digraph 'er' is unstressed Words with the digraphs 'ir' and 'ur' Words with the digraph 'oo/oo/ Words with the digraph 'oo/u/ Words where the digraphs 'oa' and 'oe' make an /oa/ sound <p>Teach Common Exception Words for Spring</p>	<ul style="list-style-type: none"> Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ow' makes an /ow/ or /oa/ sound Words ending in 'y' /ee/ and 've' /v/ Words with the digraphs 'ue' and 'ew' Words where the 'ie' makes an /igh/ sound Words where the 'ie' makes an /ee/ sound Words with the trigraph 'igh' Words with the digraph 'or' and the trigraph 'or' and 'ore Words where 'aw' and 'au' make an /or/ sound Words with the trigraphs 'air' and 'ear' Words where the trigraphs 'air' and 'ear' make an air sound Words with the digraphs 'ph' and 'wh' <p>Teach Common Exception Words for Summer</p>			
		<p><u>Autumn 1</u></p> <p>the said his he so love friend house</p>	<p><u>Autumn 2</u></p> <p>a says I me by come school our</p>	<p><u>Spring 1</u></p> <p>do are you she my come some put</p>	<p><u>Spring 2</u></p> <p>To were your we here one push</p>	<p><u>Summer 1</u></p> <p>today was they no there once pull</p>	<p><u>Summer 2</u></p> <p>of is be go where ask full</p>



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Handwriting	<p>Sit correctly at a table. Hold a pencil with an effective grip. Begin to form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented. Form capital letters correctly. Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Have clear ascenders (‘tall letters’) and descenders (‘tails’). Join letters correctly in cursive style Letters sit on the line Finger spaces are used Find a convenient position for their page</p>					
Y2	English – Writing Units	Bridging Unit – The Way Home for Wolf	Twisted Traditional Tales	Katie in London		Aladdin	Wind in the Willows
	Genres	Integrated unit Narrative Information leaflet	Traditional tales: fairy tales (re-cap) Traditional tales with a twist (4-5 weeks)	Non-chronological report on London	Narrative chapter	Outcomes linked directly to KS1 TAF, including: Setting description Narrative chapter Persuasive poster/leaflet Diary	Story as a theme Integrated unit Poetry
Reading							
	Word Reading	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes taught so far 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes taught so far 			<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading. Read words containing common suffixes e.g. –ness, -ment, -ful, -ly.
	Comprehension – Pleasure	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discuss and clarify the meanings of words, linking new meanings to known vocabulary Become increasingly familiar with and retelling a wider range 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary, stories and non-fiction at a level beyond that at which they can read independently To be introduced to non-fiction books that are structured in different ways Discuss the sequence of events in books and how items of information are related Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases 	<ul style="list-style-type: none"> Discuss and clarify the meanings of words, linking new meanings to known vocabulary Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Discuss their favourite words and phrases 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range 	



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		<ul style="list-style-type: none"> Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry 				<ul style="list-style-type: none"> of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
	Comprehension – Understanding	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Answer and ask questions Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done Answer and ask questions 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Answer and ask questions Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done 		<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done Check that the text makes sense to them as they read and correcting inaccurate reading
	Participating in discussion	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves. 		<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
	Retrieving and recording information from non-fiction						
	Evaluating the impact of the author's use of language						
	Writing						



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Use sentences with different forms: statement, question Use full stops, capital letters, exclamation marks, question marks Use co-ordination (using or, and, or but) Use the present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> Use sentences with different forms: statement, question Use full stops, capital letters, exclamation marks, question marks Use co-ordination (using or, and, or but) Use the present and past tenses correctly and consistently including the progressive form Use expanded noun phrases to describe and specify [for example, the blue butterfly] Form nouns using suffixes such as -ness, -er and by compounding Form and use adjectives using suffixes such as -ful, -less (see Y2 spelling list in App 1) Use subordination (using when, if, that, or because) 	<ul style="list-style-type: none"> Use sentences with different forms: statement, question Use full stops, capital letters, exclamation marks, question marks Use co-ordination (using or, and, or but) Use subordination (using when, if, that, or because) Use the present and past tenses correctly and consistently including the progressive form Use expanded noun phrases to describe and specify [for example, the blue butterfly] Form nouns using suffixes such as -ness, -er and by compounding Form and use adjectives using suffixes such as -ful, -less (see Y2 spelling list in App 1) Use commas to separate items in a list 		<ul style="list-style-type: none"> Use sentences with different forms: statement, question Use full stops, capital letters, exclamation marks, question marks Use co-ordination (using or, and, or but) Use subordination (using when, if, that, or because) Use the present and past tenses correctly and consistently including the progressive form Use expanded noun phrases to describe and specify [for example, the blue butterfly] Form nouns using suffixes such as -ness, -er and by compounding Form and use adjectives using suffixes such as -ful, -less (see Y2 spelling list in App 1) 	<ul style="list-style-type: none"> Use apostrophes for contracted forms and the possessive (singular) Use subordination (using when, if, that, or because) Use the present and past tenses correctly and consistently including the progressive form
Composition	Planning	<ul style="list-style-type: none"> Plan and discuss what to write about Write down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> Plan and discuss what to write about Write down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> Plan and discuss what to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence 		<ul style="list-style-type: none"> Plan and discuss what to write about Write down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> Plan and discuss what to write about Write down ideas and/or key words, including new vocabulary
	Drafting and writing	<ul style="list-style-type: none"> Write for different purposes 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write poetry 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write for a range of purposes 		<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write for different purposes 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write for different purposes
	Evaluating and editing	<ul style="list-style-type: none"> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Performing	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear. 					<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear.
Transcription	Spelling	<ul style="list-style-type: none"> Words where 'dge' makes /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of the words Words where 'wr' makes a /r/ sound at the beginning of the words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il' <ul style="list-style-type: none"> Teach Common Exception Words for Autumn 		<ul style="list-style-type: none"> Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y' Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in e Words where '-ing' is added to words ending in 'e' Words where '-er' '-est' and '-ed' is added to words ending in e Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound <p>Teach Common Exception Words for Spring</p>		<ul style="list-style-type: none"> Words where 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where 'or' and 'ar' make an /er/ or /or/ sound Words where 's' makes an /z/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less' and '-ly' Words that are homophones or near homophones Words ending in '-tion' Words containing an apostrophe for contraction Words containing an apostrophe for possession <ul style="list-style-type: none"> Teach Common Exception Words for Summer 	
		<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> door mind most hold break last plant improve would busy Mr 	<p><u>Autumn 2</u></p> <ul style="list-style-type: none"> floor behind only told steak past path sure who people Mrs 	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> poor child both every pretty father bath sugar whole water parents 	<p><u>Spring 2</u></p> <ul style="list-style-type: none"> because children old everybody beautiful class hour eye any again water Christmas 	<p><u>Summer 1</u></p> <ul style="list-style-type: none"> find wild children cold old even after grass move could many half 	<p><u>Summer 2</u></p> <ul style="list-style-type: none"> kind climb gold great fast pass prove should clothes money
		Handwriting	<p>Form lower-case letters of the correct size relative to one another. Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words. Write upper case letters of the correct size relative to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters. Descenders go under the line, ascenders are taller Spaces between letters are the right size (not too squashed or stretched) Hold paper in position and use preferred hand or writing.</p>				



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Y3	English – Writing Units	Bridging Unit - A Bear Called Paddington	The Stone Age boy	Iron Man	Food- Non fiction	The Jungle Book	The Spider and the Fly
	Genres	Narrative Persuasion	Integrated unit including a recount: diaries and non-chronological report	Novel as a theme Recount: diaries	Information text Instructions	Story as a theme- Innovated chapter	Integrated unit including menus, persuasive writing, story openings and narrative based on the classic poem Traditional Tales - Fables
Reading							
	Word Reading	•	•	<ul style="list-style-type: none"> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words met Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	•	<ul style="list-style-type: none"> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words met Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	•
	Comprehension – Pleasure	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction Use dictionaries to check the meaning of words that they have read 	•	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction Show understanding of poems and play scripts through intonation, tone, volume and action Use dictionaries to check the meaning of words that they have read 	•	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Use dictionaries to check the meaning of words that they have read Show understanding of poems and play scripts through intonation, tone, volume and action 	<ul style="list-style-type: none"> Listen to and discuss a wide range of non-fiction and reference books or textbooks Recognise some different forms of poetry [for example, free verse, narrative poetry] Orally retell some of the books they have read Increase their familiarity with a wide range of books including fairy stories, myths and legends Identify themes and conventions in a wide range of books Prepare poems to read aloud and to perform Show understanding of poems and play scripts through intonation, tone, volume and action Read books that are structured in different ways and reading for a range of purposes Use dictionaries to check the meaning of words that they have read



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Comprehension – Understanding	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Check that the texts make sense to them Ask questions to improve their understanding of a text Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Justify inferences with evidence Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Justify inferences with evidence Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Discuss words and phrases that capture the reader’s interest and imagination Ask questions to improve their understanding of a text Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Justify inferences with evidence Identify main ideas drawn from more than one paragraph and summarise these Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Justify inferences with evidence Identify main ideas drawn from more than one paragraph and summarise these Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Discuss words and phrases that capture the reader’s interest and imagination Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Justify inferences with evidence Predict what might happen from details stated and implied Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction 	
Participating in discussion	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves Take turns and listen to what others say. 	
Retrieving and recording information from non-fiction							
Evaluating the impact of the author’s use of language							
Writing							
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Express time using conjunctions when, before, after, while Form nouns using a range of prefixes (e.g., super-, anti-, auto-) Use the forms a or an according to whether the next word begins with a consonant or a vowel Begin to use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g., when, before, after, while, so, because) Use adverbs to express time and cause (e.g., then, next, soon, therefore) 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g., when, before, after, while, so, because) and adverbs (e.g., then, next, soon, therefore) Form nouns using a range of prefixes (e.g., super-, anti-, auto-) Use commas after fronted adverbials 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g., when, before, after, while, so, because), adverbs (e.g., then, next, soon, therefore) and prepositions (e.g., before, after, during, in, because of) Use the present perfect form of verbs instead of the simple past Use the forms a or an according to whether the next word 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g., when, before, after, while, so, because), adverbs (e.g., then, next, soon, therefore) and prepositions (e.g., before, after, during, in, because of) 	<ul style="list-style-type: none"> Use and punctuate direct speech Form nouns using a range of prefixes (e.g., super-, anti-, auto-) Explore word families based on common words, showing how words are related in form and meaning (Eng. App.2) 	



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	
				<ul style="list-style-type: none"> Use and punctuate direct speech 	begins with a consonant or a vowel			
Composition	Planning	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas for planning 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas for planning 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas for planning 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas for planning 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas for planning 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas for planning 	
	Drafting and writing	<ul style="list-style-type: none"> In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices [for example, headings and sub-headings] Compose and rehearse sentences orally (including dialogue) 	<ul style="list-style-type: none"> In narratives, create settings, characters and plot Build a varied and rich vocabulary Build an increasing range of sentence structures (English Appendix 2) Compose and rehearse sentences orally (including dialogue) 	<ul style="list-style-type: none"> In narratives, create settings, characters and plot Build a varied and rich vocabulary Organise paragraphs around a theme Compose and rehearse sentences orally (including dialogue) 	<ul style="list-style-type: none"> Build a varied and rich vocabulary Build an increasing range of sentence structures (English Appendix 2) Organise paragraphs around a theme Use heading and sub-headings to aid presentation (English Appendix 2) Compose and rehearse sentences orally (including dialogue) 	<ul style="list-style-type: none"> In narratives, create settings, characters and plot Build a varied and rich vocabulary Build an increasing range of sentence structures (English Appendix 2) Compose and rehearse sentences orally (including dialogue) 	<ul style="list-style-type: none"> In narratives, create settings, characters and plot Build a varied and rich vocabulary Build an increasing range of sentence structures (English Appendix 2) Organise paragraphs around a theme Use heading and sub-headings to aid presentation (English Appendix 2) Compose and rehearse sentences orally (including dialogue) 	
	Evaluating and editing	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors
	Performing			<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	
Transcription	Spelling	<ul style="list-style-type: none"> Words ending in '-sure' Words ending in '-ture' Words with the prefix 're' Words with the prefix 'dis' Words with the prefix 'mis' Words where 'ing', 'en' and 'ed' are added to multisyllabic words 		<ul style="list-style-type: none"> Adding the suffix 'ly' Words that are homophones Adding 'ly' when the root word ends in 'le' Adding 'ally' when the root word ends in 'ic' Adding 'ly' when the words do not follow the spelling patterns 		<ul style="list-style-type: none"> Words ending in 'er' when the root word ends in 'ch' Words where 'ch' makes a /k/ sound Words ending in 'gue' and 'que' Words where 'sc' makes a /s/ sound Words that are homophones Words tht end in 'sion' 		

Teach Common Exception Words for Autumn



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
				Teach Common Exception Words for Spring		Teach Common Exception Words for Summer	
		<u>Autumn 1</u> accident(ally) actual (ly) address answer arrive believe bicycle centre	<u>Autumn 2</u> century circle decide describe early earth eight/eighth enough	<u>Spring 1</u> February forward(s) fruit heard heart height history learn	<ul style="list-style-type: none"> <u>Spring 2</u> length library minute naughty notice occasion(ally) often perhaps 	<ul style="list-style-type: none"> <u>Summer 1</u> popular potatoes promise purpose quarter question reign sentence 	<ul style="list-style-type: none"> <u>Summer 2</u> strange thought through weight woman/women
	Handwriting	Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
Y4	English - Writing	Bridging Unit - The Loch Ness Monster	Fairy Tales (Rumaysa)	Wallace and Gromit	Information Texts (Hybrid)	Water, Water everywhere	Macavity
	Genres	Recount Blog/Vlog: Sighting of Loch Ness Monster Traditional tales: Myths	Traditional tales: Fairy tales Integrated poetry	Stories with issues and dilemmas Persuasion	Information texts: Explanation Persuasion Poetry Narrative story openings	Stories with a theme Poems with a structure Information booklets	Classic narrative poetry Newspapers
	Reading						
	Word Reading	<ul style="list-style-type: none"> Read further exception words, noting the usual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Read further exception words, noting the usual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Read further exception words, noting the usual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Read further exception words, noting the usual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Read further exception words, noting the usual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words met
	Comprehension – Pleasure	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction and poetry Increase their familiarity with a wide range of books, including fairy stories, myths and legends Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader's interest and imagination Orally retell some of the books they have read Identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Discuss words and phrases that capture the reader's interest and imagination Orally retell some of the books they have read Prepare poems and playscripts to read aloud and to perform Recognise some different forms of poetry 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, plays and non-fiction Discuss words and phrases that capture the reader's interest and imagination Identify themes and conventions in a wide range of books Prepare poems and playscripts to read aloud and to perform Recognise some different forms of poetry



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
			<ul style="list-style-type: none"> Prepare poems and playscripts to read aloud and to perform Recognise some different forms of poetry 				
	Comprehension – Understanding	<ul style="list-style-type: none"> Check that the text makes sense to them Discuss their understanding and explain the meaning of words in context Justify inferences with evidence Ask questions to improve their understanding of a text Identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Predict what might happen from details stated and implied Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Predict what might happen from details stated and implied Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Identify main ideas drawn from more than one paragraph and summarise these Identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Identify how language, structure, and presentation contribute to meaning Analysing and evaluating how specific information is organised within a non-fiction text Scanning for dates, numbers and names 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Predict what might happen from details stated and implied Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions Identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarise these Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions
	Participating in discussion	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, Take turns and listen to what others say. 		<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, Take turns and listen to what others say. 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, Take turns and listen to what others say. 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, Take turns and listen to what others say. 	
	Retrieving and recording information from non-fiction	<ul style="list-style-type: none"> Retrieve and record information from non-fiction 				<ul style="list-style-type: none"> Retrieve and record information from non-fiction 	
	Evaluating the impact of the author’s use of language						
	Writing						
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use standard forms for verb inflections instead of local spoken forms (e.g., <i>we were</i> instead of <i>we was</i>) 	<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> Make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition Create noun phrases expanded by the addition of modifying adjective, nouns and prepositions (e.g., <i>the teacher</i> 	<ul style="list-style-type: none"> Create noun phrases expanded by the addition of modifying adjective, nouns and prepositions (e.g., <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Use fronted adverbials Use commas after fronted adverbials 	<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	
					<i>expanded to: the strict maths teacher with curly hair</i> <ul style="list-style-type: none"> Use fronted adverbials 	<ul style="list-style-type: none"> Use adverbs to express time Understand the grammatical difference between plural and possessive -s Indicate possession by using the possessive apostrophe with plural nouns 		
Composition	Planning	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas 	
	Drafting and writing	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme In non-narrative material, use simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> In narratives, create settings, characters and plot Build an increasing range of sentence structures (English Appendix 2) 	<ul style="list-style-type: none"> In narratives, create settings, characters and plot Use paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) In narratives, create settings, characters and plot <p>Build an increasing range of sentence structures (English Appendix 2)</p> <p>Build a varied and rich vocabulary appropriate to text type.</p> <p>Use paragraphs to organise ideas around a theme</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p>	<p>Build an increasing range of sentence structures (English Appendix 2)</p> <p>Build a varied and rich vocabulary appropriate to text type.</p> <p>In narratives, create settings, characters and plot</p>	<p>In narratives, create settings, characters and plot</p> <p>Build an increasing range of sentence structures (English Appendix 2)</p> <p>Build a varied and rich vocabulary appropriate to text type.</p>	
	Evaluating and editing	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 					<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing and suggest improvements Proof-read for spelling and punctuation errors
	Performing	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Transcription	Spelling	<ul style="list-style-type: none"> Words that are homophones Words with the prefix 'in' Words with the prefixes 'il' 'im' and 'ir' Words with the prefix 'sub' Words with the prefix 'inter' Words ending in 'ation' 		<ul style="list-style-type: none"> Words ending in 'sion' Words ending in 'ous' (See NC objectives for exceptions) Words ending in 'ous' where the ge from the root word remains Words ending in 'ious' and 'eous' Words ending in 'tion' Words ending in 'sion' and 'ssion' 		<ul style="list-style-type: none"> Words that are homophones Words with the prefixes 'super', 'anti' and 'auto' Words with the prefix 'bi' Words containing an apostrophe for possession The /l/ sound spelt y elsewhere than at the end of words The /a/ spelt 'ou' 		



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		<ul style="list-style-type: none"> Words ending in 'ly' Words where 'ch' makes a /sh/ sound Teach Common Exception Words for Autumn (see Milestone document)		<ul style="list-style-type: none"> Words ending in 'cian' Teach Common Exception Words for Spring (see Milestone document)		<ul style="list-style-type: none"> Words with the /ei/ sound spelt ei, eigh or ey Teach Common Exception Words for Summer (see Milestone document)	
		<u>Autumn 1</u> appear breadth breathe build busy/business calendar caught certain complete consider	<u>Autumn 2</u> <ul style="list-style-type: none"> continue different difficult disappear exercise experiment extreme famous favourite 	<u>Spring 1</u> <ul style="list-style-type: none"> grammar group guard guide imagine important increase interest island knowledge 	<u>Spring 2</u> material medicine mention natural opposite <ul style="list-style-type: none"> Ordinary particular peculiar position possess(ion) 	<ul style="list-style-type: none"> <u>Summer 1</u> possible pressure probably recent regular remember separate special straight strength 	<ul style="list-style-type: none"> <u>Summer 2</u> suppose surprise therefore though/although
	Handwriting	To develop a clear and fluent cursive handwriting style To develop the consistency of cursive handwriting style across all subjects Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
Y5	English - Writing	Bridging Unit - The Lion, The Witch and the Wardrobe	Legends	Earthlings	Inventors and Inventions	Slave trade	Jabberwocky
	Genres	Novel with a theme Information text	Traditional Tales: Legends Persuasion	Science fiction stories Poems with a structure	Novel as a theme Explanation: How an invention works	Stories from other cultures Debates	Classic poetry Classic narrative outcome: Myth
	Reading						
	Word Reading	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words. 	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. Read and understand meaning of words on Y5/6 word list – see bottom. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words. 	<ul style="list-style-type: none"> Read and understand meaning of words on Y5/6 word list – see bottom. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words. 	<ul style="list-style-type: none"> Read and understand meaning of words on Y5/6 word list – see bottom. Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
	Comprehension – Pleasure	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks



ENGLISH OVERVIEW



Reading & Writing	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Prepare poems and plays to read aloud and to perform Show understanding of poems and plays through intonation, tone and volume so that the meaning is clear to an audience Learn a wider range of poetry by heart Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices Read books that are structured in different ways and read for a range of purposes Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Prepare poems and plays to read aloud and to perform Show understanding of poems and plays through intonation, tone and volume so that the meaning is clear to an audience Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.
<p>Comprehension – Understanding</p>	<ul style="list-style-type: none"> Discuss their understanding and explore the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph Identify key details that support the main ideas 	<ul style="list-style-type: none"> Check that the book makes sense to them Ask questions to improve their understanding Discuss their understanding and explore the meaning of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> Check that the book makes sense to them Ask questions to improve their understanding Discuss their understanding and explore the meaning of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> Check that the book makes sense to them Ask questions to improve their understanding Discuss their understanding and explore the meaning of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> Check that the book makes sense to them Ask questions to improve their understanding Discuss their understanding and explore the meaning of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> Check that the book makes sense to them Ask questions to improve their understanding Discuss their understanding and explore the meaning of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		<ul style="list-style-type: none"> Re-read and reads ahead to locate clues to support understanding. Scanning for key words and text marking to locate key information. 	<ul style="list-style-type: none"> Identify key details that support the main ideas Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation). 	<ul style="list-style-type: none"> Identify key details that support the main ideas 	<ul style="list-style-type: none"> Identify key details that support the main ideas Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation). 	<ul style="list-style-type: none"> Identify key details that support the main ideas Participating in debates on an issue related to reading (fiction or non-fiction). 	<ul style="list-style-type: none"> Identify key details that support the main ideas Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).
	Participating in discussion	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	Retrieving and recording information from non-fiction	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction 			<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction 	
	Evaluating the impact of the author's use of language		<ul style="list-style-type: none"> Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion
Writing							
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Add verb prefixes [for example, dis-, de-, mis-, over- and re-] Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) 	<ul style="list-style-type: none"> Use brackets to indicate parenthesis Use expanded noun phrases to convey complicated information concisely Link ideas across paragraphs using adverbials of time (e.g., perhaps, surely), place (nearby), or number (secondly) Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) 	<ul style="list-style-type: none"> Use Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use commas and hyphens to clarify meaning or avoid ambiguity in writing Link ideas across paragraphs using adverbials of time (e.g., 	<ul style="list-style-type: none"> Use dashes to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Add verb prefixes [for example, dis-, de-, mis-, over- and re-] Link ideas across using tense choices [for example, he had seen her before] 	<ul style="list-style-type: none"> Use modal verbs or adverbs to indicate degrees of possibility Use Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
					<p><i>perhaps, surely), place (nearby), or number (secondly)</i></p> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Use dashes to indicate parenthesis Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) Add verb prefixes [for example, dis-, de-, mis-, over- and re-] 		
Composition	Planning	<ul style="list-style-type: none"> Use similar writing models. Note and develop ideas. Draw on reading and research Think how authors develop characters and settings (in books, films and performances). 	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures Use similar writing models Note and develop ideas Draw on reading and research Think how authors develop characters and settings (in books, films and performances) 	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures Use similar writing models Note and develop ideas Draw on reading and research Think how authors develop characters and settings (in books, films and performances) 	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures Use similar writing models Note and develop ideas Draw on reading and research Think how authors develop characters and settings (in books, films and performances) 	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures Use similar writing models Note and develop ideas Draw on reading and research Think how authors develop characters and settings (in books, films and performances) 	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures Use similar writing models Note and develop ideas Draw on reading and research Think how authors develop characters and settings (in books, films and performances)
	Drafting and writing	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Precis longer passages 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Precis longer passages 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Precis longer passages
	Evaluating and editing	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors
	Performing			<ul style="list-style-type: none"> Perform their own compositions Use appropriate intonation, volume, and movement so that meaning is clear. 			
	Spelling	<ul style="list-style-type: none"> Words ending in 'tious' and 'ious' Words ending in 'cious' Words ending in /shul/ spelled 'cial' Words ending in /shul/ spelled 'tial' Words ending in 'ant' Words ending in 'ance' and 'ancy' Words ending in 'able' and 'ible' Words ending in 'ably' and 'ibly' Teach Common Exception Words for Autumn (see Milestone document)		<ul style="list-style-type: none"> Words ending in 'able', where the 'e' from the root word remains Words ending in 'fer' Words with 'silent' first letters Words with silent letters Words spelled with 'ie' after c Words containing 'ough' Teach Common Exception Words for Spring (see Milestone document)		<ul style="list-style-type: none"> Words that are homophones or near homophones (Please see NC document as there are many to be covered.) Words with hyphens Teach Common Exception Words for Summer (see Milestone document)	
	Transcription	<u>Autumn 1</u> <ul style="list-style-type: none"> apparent rhythm occur leisure forty equip (-ped, -ment) curiosity bruise twelfth 	<u>Autumn 2</u> <ul style="list-style-type: none"> cemetery amateur secretary persuade lightning government excellent desperate rhyme 	<ul style="list-style-type: none"> <u>Spring 1</u> determined communicate ancient shoulder physical muscle hinderance existence vegetable 	<ul style="list-style-type: none"> <u>Spring 2</u> explanation develop community available solider programme neighbour individual 	<ul style="list-style-type: none"> <u>Summer 1</u> Interfere familiar dictionary conscience average stomach queue nuisance 	<ul style="list-style-type: none"> <u>Summer 2</u> Occupy language foreign environment convenience bargain temperature recognise
	Handwriting	<ul style="list-style-type: none"> To develop a clear and fluent cursive handwriting style To develop the consistency of cursive handwriting style across all subjects Choose the writing implement that is best suited for a task Be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes. Write legibly and with increasing speed. 					
Y6	English - Writing	Bridging Unit - The Nowhere Emporium	Biography	Classic Fiction	The 1000 Year Old Boy Wonder		Macbeth
	Genres	Novel as a theme Discussion text	Biographies Persuasion – letter of application	Classic fiction narrative Persuasion - Advert	Narrative – writing an alternative ending Non-chronological report Poem		Range of writing outcomes including narrative, Non-fiction Poetry
	Reading						
	Word Reading	<ul style="list-style-type: none"> Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. Employ dramatic effect to engage listeners whilst reading aloud. Read extensively for pleasure. Skim texts to ascertain the gist. Use a combination of scanning and close reading to locate information. 					



Reading & Writing	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	<ul style="list-style-type: none"> Evaluate texts quickly in order to determine their usefulness or appeal. Understand underlying themes, causes and consequences within whole texts. Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). Recognise authors' techniques to influence and manipulate the reader. Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words met 					
<p>Comprehension – Pleasure</p>	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry Increase their familiarity with a wide range of books Make comparisons within and across books Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Using a reading journal to record on-going reflections and responses to personal reading. 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of non-fiction Show understanding of poems and plays through intonation, tone and volume so that the meaning is clear to an audience Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Using a reading journal to record on-going reflections and responses to personal reading. 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry Make comparisons within and across books Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Comparing texts written in different periods. Independently read longer texts with sustained stamina and interest. Using a reading journal to record on-going reflections and responses to personal reading. 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry Make comparisons within and across books Read books that are structured in different ways and read for a range of purposes Continue to read and discuss an increasingly wide range of fiction, poetry, plays and play scripts Recommend books that they have read to their peers, giving reasons for their choices Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Using a reading journal to record on-going reflections and responses to personal reading. 		<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays and play scripts Identify and discuss themes and conventions in and across a wide range of writing Increase their familiarity with a wide range of books, including fiction from our literary heritage Prepare poems and plays to read aloud and to perform Show understanding of poems and plays through intonation, tone and volume so that the meaning is clear to an audience Make comparisons within and across books Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Using a reading journal to record on-going reflections and responses to personal reading. Independently read longer texts with sustained stamina and interest.
<p>Comprehension – Understanding</p>	<ul style="list-style-type: none"> Discuss their understanding and explore the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> Discuss their understanding and explore the meaning of words in context Summarise the main ideas drawn from more than one paragraph Make comparisons within and across books Exploring texts in groups and deepening comprehension through discussion. 	<ul style="list-style-type: none"> Discuss their understanding and explore the meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Exploring texts in groups and deepening comprehension through discussion. 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss their understanding and explore the meaning of words in context Discuss their understanding and explore the meaning of words in context Ask questions to improve their understanding Summarise the main ideas drawn from more than one paragraph Identify key details that support the main ideas Exploring texts in groups and deepening comprehension through discussion. 		<ul style="list-style-type: none"> Check that the book makes sense to them Discuss their understanding and explore the meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph Identify key details that support the main ideas Exploring texts in groups and deepening comprehension through discussion. Using a combination of skimming, scanning and close reading across a text to locate specific detail. 	<ul style="list-style-type: none"> Using a combination of skimming, scanning and close reading across a text to locate specific detail. 	<ul style="list-style-type: none"> Using a combination of skimming, scanning and close reading across a text to locate specific detail. 	<ul style="list-style-type: none"> Using a combination of skimming, scanning and close reading across a text to locate specific detail. 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph Exploring texts in groups and deepening comprehension through discussion. Using a combination of skimming, scanning and close reading across a text to locate specific detail. 	
	Participating in discussion	<ul style="list-style-type: none"> Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	
	Retrieving and recording information from non-fiction		<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction 		<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction 		
	Evaluating the impact of the author's use of language	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how language, structure and presentation contribute to meaning Distinguish between statements of fact and opinion 		
Writing							
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little]. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that Use brackets, dashes or commas to indicate parenthesis Link ideas across paragraphs using a wider range of cohesive 	<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g., use of adverbials such as on the other 	<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g., use of adverbials such as on the other Recognise and apply the difference between structures typical of informal speech and structures appropriate for formal speech and 	<ul style="list-style-type: none"> Use passive to affect the presentation of information in a sentence Link ideas across paragraphs using a wider range of cohesive devices: repetition 	



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		<p>phrase, grammatical connections (e.g., use of adverbials such as <i>on the other hand</i>, <i>in contrast</i> or <i>as a consequence</i>), and ellipses</p> <ul style="list-style-type: none"> Use modal verbs or adverbs to indicate degrees of possibility Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely 	<p>devices: repetition of a word or phrase, grammatical connections (e.g., use of adverbials such as <i>on the other hand</i>, <i>in contrast</i> or <i>as a consequence</i>), and ellipses</p> <ul style="list-style-type: none"> Recognise and apply understanding of the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use semi-colons to mark boundaries between independent clauses Use colons to mark boundaries between independent clauses Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	<p>hand, in contrast or as a consequence), and ellipses</p> <ul style="list-style-type: none"> Investigate how words are related by meaning as synonyms and antonyms [for example, big, large, little] Use bullet points to list information Use a colon to introduce a list 	<p>writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <ul style="list-style-type: none"> Use passive verbs to affect the presentation of information in a sentence Use hyphens to avoid ambiguity Use expanded noun phrases to convey complicated information concisely Use dashes to mark boundaries between independent clauses 	<p>of a word or phrase, grammatical connections (e.g., use of adverbials such as <i>on the other hand</i>, <i>in contrast</i> or <i>as a consequence</i>), and ellipses</p>	
Composition	Planning	<ul style="list-style-type: none"> Think how authors develop characters and settings (in books, films and performances) 	<ul style="list-style-type: none"> Use similar writing models Note and develop ideas Draw on reading and research 	<ul style="list-style-type: none"> Use similar writing models Note and develop ideas Draw on reading and research Think how authors develop characters and settings (in books, films and performances) 	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures Use similar writing models Note and develop ideas Draw on reading and research Think how authors develop characters and settings (in books, films and performances) 	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures Use similar writing models Note and develop ideas Draw on reading and research Think how authors develop characters and settings (in books, films and performances) 	
	Drafting and writing	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Use a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Integrate dialogue to convey character and advance the action Precis longer passages 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Integrate dialogue to convey character and advance the action Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs In narratives, describe settings, characters and atmosphere Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Precis longer passages 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere 	



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		<ul style="list-style-type: none"> Integrate dialogue to convey character and advance the action Precis longer passages 					<ul style="list-style-type: none"> Integrate dialogue to convey character and advance the action Use a wide range of devices to build cohesion within and across paragraphs Precis longer passages
	Evaluating and editing	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing Choose the appropriate register 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing Choose the appropriate register 	
	Performing			<ul style="list-style-type: none"> Perform their own compositions Use appropriate intonation, volume, and movement so that meaning is clear. 			<ul style="list-style-type: none"> Perform their own compositions Use appropriate intonation, volume, and movement so that meaning is clear.
Transcription	Spelling	<ul style="list-style-type: none"> Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/spelled 'y' Adding the prefix 'over' Words with the suffix 'ful' Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with th prefixes 'dis', 'un', 'over' and 'im' Words with a /f/ sound spelled 'ph' Words with origins in other countries and languages <p>Teach Common Exception Words for Autumn (see Milestone document)</p>		<ul style="list-style-type: none"> Words with unstressed vowel sounds Words ending with /shul/ spelled 'tial' Words beginning with 'acc' Words with the suffix 'ably' Words with the suffix 'ible' Adding the suffix 'ibly' to create an adverb Words ending in 'ent' and 'ence' Words ending in 'er', 'or' and 'ar' <p>Teach Common Exception Words for Spring (see Milestone document)</p>		<ul style="list-style-type: none"> Challenge word spellings <p>Teach Common Exception Words for Summer (see Milestone document)</p>	
		<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> Accommodate accompany according achieve 	<p><u>Autumn 2 category</u></p> <ul style="list-style-type: none"> committee competition conscious 	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> Disastrous embarrass especially exaggerate 	<ul style="list-style-type: none"> <u>Spring 2</u> immediate(ly) interrupt marvellous 	<p><u>Summer 1</u></p> <ul style="list-style-type: none"> privilege profession pronunciation recommend 	<p><u>Summer 2</u></p> <ul style="list-style-type: none"> sincere(ly) sufficient suggest symbol



ENGLISH OVERVIEW



Reading & Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		aggressive appreciate attached awkward yacht	controversy correspond criticise (critic +ise) definite	frequently guarantee harass identify	mischievous necessary opportunity parliament prejudice	relevant restaurant sacrifice signature	system thorough variety vehicle
	Handwriting	<ul style="list-style-type: none">• To develop a clear and fluent cursive handwriting style• To develop the consistency of cursive handwriting style across all subjects• Choose the writing implement that is best suited for a task• To maintain legibility in joined handwriting when writing at speed• Teachers to use weekly spelling lists and topic vocabulary to enhance handwriting practice.• Be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes.• Write with increasing speed.					