



**Grange Primary Academy**

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# Writing End of Year Expectations 2022-2023

# Expectations of EYFS Framework

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
<b>EYFS ELG</b>	<p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> </ul>	<p>Children at the expected level of ELG development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- begin to form lower-case letters in the correct direction, starting and finishing in the right place (Kinetic Letters expectations - knowing the starting points and families)</li> </ul> <ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <ul style="list-style-type: none"> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• say out loud what they are going to write about</li> <li>• recognise where spaces between words have been missed.</li> <li>• write some common exception words</li> <li>• write their own name and other simple things such as labels or captions</li> <li>• They also write some irregular common words.</li> <li>• They develop their own narratives and explanations by connecting (conjunctions such as: Once upon a time, then, so, and, but, next, in the end) ideas or events.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• write simple sentences demarcated with capital letters, finger spaces and full stops</li> </ul>

# Expectations of National Curriculum

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
<b>Y1</b>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> <li>Use appropriate finger spacing in their writing</li> <li>Position their writing appropriately on the page</li> <li>Always write from left to right and from top to bottom</li> </ul>	<p>Pupils will be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> <li>Name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>leave spaces between words</li> <li>joining words and joining clauses using and (introduced to now, soon, first, after that, one day/night, suddenly, On Tuesday/Sunday)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question</li> </ul>

	<ul style="list-style-type: none"> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p>select and use appropriate registers for effective communication.</p>	<ul style="list-style-type: none"> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms &amp; learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> </ul> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1 &amp;</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<ul style="list-style-type: none"> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• Draw on and use new vocabulary from their reading and discussions about it.</li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"> <li>• Commas to separate items in a list.</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Similes using 'like'</li> </ul> <p>The grammar for year 2 in English Appendix 2</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Conjunctions introduced:</p> <p>As, Or, If, Because, Until, When, That</p>
LKS2	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations,</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• 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].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> </ul>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> </ul>

	<p>staying on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p>select and use appropriate registers for effective communication.</p>		<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot ☒</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Conjunctions introduced:</p> <p>Although, after, before, unless, however, without warning, therefore, whenever, while, meanwhile. Finally, in conclusion, in addition/additionally</p>
<p><b>UKS2</b></p>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ☒</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ☒</li> <li>• use a thesaurus.</li> </ul>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility ☒ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p>Learning the grammar for years 5 and 6 in English Appendix 2</p>

	<ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p>select and use appropriate registers for effective communication.</p>			<ul style="list-style-type: none"> <li>précising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ☐</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>indicate grammatical and other features by:</li> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity ☐ using brackets, dashes or commas to indicate parenthesis ☐</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul> <p>Conjunctions introduced:</p> <p>Except, despite, in comparison to, instead of, if necessary, according to, consequently, nevertheless, whereas</p>
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# Overview of subject progression

## EYFS

(Note: Under Vocab, Grammar & Punctuation section - **bold text** shows the NC (statutory and non-statutory), other suggestions are included)

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
<b>Nursery</b>		<ul style="list-style-type: none"> <li>Differentiate between their marks</li> <li><b>Give marks meaning</b></li> <li>Draw lines and circles correctly</li> </ul>			
<b>Reception</b>	<ul style="list-style-type: none"> <li>Children listen attentively in a range of situations.</li> <li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>	<ul style="list-style-type: none"> <li><b>Attempt to write a simple sentence</b> that is phonetically plausible using the sound knowledge that they have</li> <li><b>Use finger spaces</b></li> <li>To write I, no, to, go, the correctly</li> </ul>	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>recognise where spaces between words have been missed.</li> <li>write some common exception words</li> <li>write their own name and other simple things such as labels or captions</li> <li>They also write some irregular common words.</li> <li>They develop their own narratives and explanations by connecting (conjunctions such as: Once upon a time, then, so, and, but, next, in the end) ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use capital letters.</li> <li>To use conjunctions to help their oral structuring of stories.</li> </ul> <p>Conjunctions introduced: Once upon a time, then, and, but, next, in the end</p>

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
Y1	<ul style="list-style-type: none"> <li>Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.</li> <li>Pupils should also be taught to understand and use the conventions for discussion and debate.</li> <li>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</li> </ul>	<ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Use a capital letter at the beginning of a sentence and a full stop at the end</li> <li>Use a capital letter for the pronoun I and the names of people and places</li> <li>Sequencing sentences to form short narratives</li> <li>demarcation (. ! ?)</li> <li>Simple sentences which contain 'and'</li> </ul> <p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>and</li> <li>now</li> <li>first</li> <li>after that</li> <li>one day/night</li> <li>suddenly</li> <li>On Tuesday/Sunday</li> <li>soon</li> </ul> <p><b>Grammatical terminology</b></p> <p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>
Y2	<ul style="list-style-type: none"> <li>Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which 1 or more spellings are already known, and</li> </ul>	<ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>Using the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>



	<p>build secure foundations by using discussion to probe and remedy their misconceptions.</p> <ul style="list-style-type: none"> <li>• Pupils should also be taught to understand and use the conventions for discussion and debate.</li> <li>• All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</li> </ul>	<p>one another, are best left unjoined</p> <ul style="list-style-type: none"> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines from Appendix 1</li> </ul>	<p>evaluating their writing with the teacher and other pupils</p> <ul style="list-style-type: none"> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>commas for lists and apostrophes for contracted forms and the possessive (singular)</b></li> <li>• <b>sentences with different forms: statement, question, exclamation, command</b></li> <li>• <b>some features of written Standard English</b></li> <li>• To begin to use simple time adverbials into their work (He woke up the next morning.)</li> <li>• Question sentences using a question mark</li> <li>• <b>expanded noun phrases to describe and specify</b></li> <li>• Construct similes using ‘like’</li> <li>• Use a pattern of three for description e.g. He was old, bald and smiley.</li> </ul> <p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>• because</li> <li>• or</li> <li>• when</li> <li>• if</li> <li>• but</li> <li>• that</li> <li>• as</li> <li>• until</li> </ul> <p><b>Grammatical terminology</b></p> <p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present) , apostrophe, comma</p>
<p><b>Y3</b></p>	<ul style="list-style-type: none"> <li>• Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> <li>• use further prefixes and suffixes and understand how to add them</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• begin to organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• <b>begin extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</b></li> <li>• <b>Begin choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></li> <li>• Use exclamation marks confidently.</li> </ul>

	<p>discussion to probe and remedy their misconceptions.</p> <ul style="list-style-type: none"> <li>• Pupils should also be taught to understand and use the conventions for discussion and debate.</li> <li>• All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</li> </ul>		<ul style="list-style-type: none"> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (headings &amp; subheadings) assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</b></li> <li>• Use apostrophes for singular possession</li> <li>• <b>Introduction to inverted commas to punctuate direct speech</b></li> <li>• Use 'a' or 'an' appropriately</li> <li>• <b>using the present perfect form of verbs in contrast to the past tense</b></li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• <b>Sometimes use the present perfect form of verbs in contrast to the past tense</b></li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> <li>• <b>pupils should begin to start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters]</b></li> <li>• Sentences with the given conjunctions in the middle and at the beginning when appropriate</li> <li>• Sentences beginning with 'if' and 'when'</li> <li>• Question sentences using a question mark use: what, which, why, who, how and when to start</li> <li>• Construct similes using 'like' or 'as'</li> <li>• List sentences with commas separating the items</li> </ul>
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					<ul style="list-style-type: none"> <li>• Use a pattern of three for description (He was very old, totally bald and really smiley.)</li> </ul> <p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>• although</li> <li>• before</li> <li>• then</li> <li>• however</li> <li>• so</li> <li>• after</li> <li>• therefore</li> <li>• without warning</li> <li>• during</li> </ul> <p><b>Grammatical terminology</b></p> <p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>
Y4	<ul style="list-style-type: none"> <li>• Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.</li> <li>• Pupils should also be taught to understand and use the conventions for discussion and debate.</li> <li>• All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions.</li> <li>• Use an increasing range of sentence structures for effect.</li> <li>• Use expanded noun phrases more consistently and confidently</li> <li>• Increase their range of adverbials (varying places within the sentence)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use apostrophes for plural possession</b></li> <li>• <b>Use pronouns accurately for clarity and cohesion and to avoid repetition</b> <ul style="list-style-type: none"> <li>• <b>using the present perfect form of verbs in contrast to the past tense</b></li> <li>• <b>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</b></li> </ul> </li> <li>• Sentences with the given conjunctions in the middle and at the beginning when appropriate</li> <li>• Begin to use commas to clarify meaning or avoid ambiguity</li> <li>• Colons to introduce speech in play scripts</li> </ul>

	<p>in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>			<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li><b>Sentences beginning with a fronted adverbial which is followed by a comma</b></li> <li>Construct a variety of similes using 'like' or 'as'</li> <li><b>Use inverted commas and other punctuation to indicate direct speech</b></li> <li></li> <li>Use a pattern of three for description and expand effectively (He was surprisingly old, totally bald and wore a cheeky grin.)</li> <li>Begin to use rhetorical questions</li> </ul> <p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>While</li> <li>Since</li> <li>Even though</li> <li>Until</li> <li>Unless</li> <li>Whenever</li> <li>finally</li> <li>In conclusion</li> <li>In addition, /additionally</li> </ul> <p><b>Grammatical terminology</b></p> <p>determiner, pronoun, possessive pronoun, adverbial metaphor, imperative, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person, common/proper/collective noun, onomatopoeia, rhetorical question, word class</p>
Y5	<ul style="list-style-type: none"> <li>Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</b></li> <li><b>Use parenthesis (commas, brackets and dashes)</b></li> </ul>

	<p>build secure foundations by using discussion to probe and remedy their misconceptions.</p> <ul style="list-style-type: none"> <li>• Pupils should also be taught to understand and use the conventions for discussion and debate.</li> <li>• All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</li> </ul>		<p>understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words <ul style="list-style-type: none"> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use commas to clarify meaning or avoid ambiguity</b></li> <li>• Use a thesaurus</li> <li>• Use rhetorical questions confidently.</li> <li>• Use a variety of effective similes &amp; metaphors</li> <li>• <b>Using expanded noun phrases to convey complicated information concisely</b></li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• <b>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</b></li> <li>• <b>Begin to use a semi-colon or dash to mark the boundary between independent clauses.</b></li> <li>• <b>Begin to use a colon to introduce a list.</b></li> <li>• <b>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</b></li> <li>• <b>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</b></li> <li>• Sentences with given conjunctions in the middle and at the beginning when appropriate</li> <li>• Use a pattern of three for description and expand each part into a full phrase to make it effective e.g. using repetition (We have been struggling to find fine food we can afford, clothes thick enough to keep us warm and transport that is direct enough to get us to work on time)</li> </ul>
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					<p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>• Due to</li> <li>• As a consequence of</li> <li>• Consequently</li> <li>• As a result of</li> <li>• despite</li> <li>• In comparison to</li> </ul> <p><b>Grammatical terminology</b></p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
Y6	<ul style="list-style-type: none"> <li>• Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.</li> <li>• Pupils should also be taught to understand and use the conventions for discussion and debate.</li> <li>• All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words <ul style="list-style-type: none"> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</b> <ul style="list-style-type: none"> <li>• <b>Use of the colon to introduce a list and use of semi-colons within lists</b></li> <li>• <b>Punctuation of bullet points to list information</b></li> <li>• <b>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</b></li> </ul> </li> <li>• Use a thesaurus</li> <li>• Confidently using expanded noun phrases to convey complicated information concisely e.g. the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings.</li> <li>• <b>using modal verbs or adverbs to indicate degrees of possibility</b></li> <li>• <b>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</b></li> <li>• <b>Using passive verbs to affect the presentation of information in a sentence [for example, I broke the</b></li> </ul>

				<ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>correctly use first, second and third person</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>	<p><b>window in the greenhouse versus The window in the greenhouse was broken (by me)].</b></p> <ul style="list-style-type: none"> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Synonyms &amp; Antonyms</li> <li>Use of ellipsis</li> <li>Sentences which are appropriately formal or informal</li> <li><b>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</b></li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>Construct a variety of effective similes and metaphors</li> </ul> <p><b>Conjunctions</b></p> <p>To use a variety of conjunctions taught throughout the previous years appropriate to the tense e.g. cause and effect, addition, contrast.</p> <ul style="list-style-type: none"> <li>according to,</li> <li>Nevertheless,</li> <li>whereas,</li> <li>Consequently,</li> </ul> <p><b>Grammatical terminology</b></p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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# Nursery overview

Nursery Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Is everyone's home the same?	Why is it always cold in winter?	How do I get about?	Who are the famous animals in my book?	What makes a sound?	What can I do with water?
Book	Three Billy Goats Gruff Love makes a family Five mins peace	Dr Foster went to Gloucester The Enormous Turnip The Gruffalo's Child When it Rains it Rains	Wheels on the Bus Naughty Bus Mr Gumpy's Motor Car The Train Ride	Five current buns The little red hen Oliver's vegetables Don't put your finger in the jelly Nelly	The Grand Old Duke of York Three Billy Goats Gruff Hansel and Gretel Goldilocks Hey Diddle Diddle The Gingerbread Man Three Little Pigs Little Red Riding Hood	Once I caught a fish alive Walking through the jungle The fish that could wish Surprising shark
Nursery rhymes	Humpty Dumpty 5 Speckled Frogs Two Little Dicky Birds	Polly put the kettle on 5 Little Ducks 5 Currant Buns	The Wheels on the Bus Ring a Ring a Roses Twinkle Twinkle Little Star	Old MacDonald Baa Baa Black Sheep The Farmer's in his den	Up, Up, Up, Spider Jack and Jill Little Miss Muffet	I'm a Little Teapot Row Row Row your boat Miss Polly had a dolly
Nursery Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What do I know about me?	Who can I ask for help?	Twinkle Twinkle little star	What would you find on a farm?	Who goes to the ugly bug ball?	Should Goldilocks say sorry?
Book	Heads, Shoulders, Knees and Toes Three Little Pigs Lulu's First Day A Splendid Friend Indeed If You're Happy and you Know It If You're Wearing Red Shake Your Head Heads, Shoulders, Knees and Toes Put your Finger on your Nose Miss Polly Had a Dolly Twinkle, Twinkle Little Star	Here we go Round the Mulberry Bush Santa's Post Kipper's Birthday The First Christmas	I am the Baker man Stanley's Stick Jabari Tries Harry and the Dinosaurs and the Bucketful of Stories Kipper's Toybox	Old Macdonald Farm Yard Hullabaloo Rosie's Walk Farmer Duck What the Ladybird Heard	Hey Diddle Diddle The Gingerbread Man Three Little Pigs Little Red Riding Hood	Brown Bear, Brown Bear, What do you see? Dear Zoo Going on a Lion Hunt
Nursery rhymes	Humpty Dumpty 5 Speckled Frogs Two Little Dicky Birds	Polly put the kettle on 5 Little Ducks 5 Currant Buns	The Wheels on the Bus Ring a Ring a Roses Twinkle Twinkle Little Star	Old MacDonald Baa Baa Black Sheep The Farmer's in his den	Up, Up, Up, Spider Jack and Jill Little Miss Muffet	I'm a Little Teapot Row Row Row your boat Miss Polly had a dolly



# Reception

Reception																		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Topic	Me and my world/Autumn & Harvest			My heroes/Winter/Christmas			– Castles, Knights & Dragons			What would you find on a farm?			Where we live			Should Goldilocks say sorry?		
Theme & Book	Peace at Last			Space themed book The way back home – Oliver Jeffers			The Little Knight & George			The Very Hungry Caterpillar			We're going on a bear hunt			Goldilocks & The 3 Bears The Gingerbread Man The 3 Billy Goats Gruff Little Red Riding Hood		
	Poetry	Fiction	Non-Fiction	Classics	Fiction	Non-Fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-fiction	Classics	Fiction	Non-Fiction
Reception	Senses poem	Narrative	Information text - Autumn	Senses poem	Setting description	Letter to an astronaut/Father Christmas	Dragon poem	Story writing	Job advert	Minibeast riddles	Story	Life cycles	Countdown poem	5 sentence story	Instructions	Repetition poem	Character profile	Fact files
Nursery rhymes	A Sailor Went to Sea Pat a Cake Tommy Thumb			1, 2, Buckle My Shoe 1, 2, 3, 4, 5 Once I caught a Fish Alive Heads Shoulders Knees and Toes			Hey Diddle Diddle The Grand Old Duke of York London Bridge			B-I-N-G-O Hickory Dickory Dock In and out the dusty bluebells			I hear thunder Little Arabella Miller The Animals went in two by two			Mary Mary Quite Contrary Here we go round the Mulberry Bush Sing a song of sixpence		

# Year 1 overview

Year 1																		
Topic	Here I Am			Family History			History of Transport			Where we Are			Homes through time			There you are		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Core Text	Beegu			Stanely's Stick			Halibut Jackson			Handa's Surprise			Where the Wild Things Are/ Snail & Whale			The Lonely Beast		
	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-fiction	Classics	Fiction	Non-Fiction
Year One	Poem: Today I feel... Simile Class Poem	Sentence to describe —A new friend for Beegu (Character description)	Instructions	Senses poetry-Autumn	Sentence to describe what a stick has been changed into each day	Instructions for a simple recipe	Shape poetry	Setting description	Persuasive writing (advert)	Imagery poem	Traditional tales from a different cultural.	Non-fiction report	Collage Poem Focus - adjectives	Adventure Story	Recount	At the Zoo by William Makepeace Thackeray (Performance)	Diary entry	Tourist information poster
Reading	Owl babies The Tiger Who came to Tea Funny Bones Dogger The Odd Egg			Going on a bear hunt Tiddler 3 little pigs The Smoos and the Smoos			After the Fall. The Queen's Hat. Princess Rose and the golden glasses George & The Dragon			Last Stop on Market Street The Squirrels who squabbled Billy & The Beast Julian is a mermaid			The Cloud Spotter Mr Grumpy's motorcar Mrs Armitage on Wheels Oi! Get off our train A Cloudy Lesson (animation)			The Magic Paintbrush Mariama, Different but just the same The Lion Inside Here we are.		
Cross Curricular writing	A prayer to show belonging			Letter/postcard using yesterday, today, tomorrow  Weather report for the day			Instructions on where/how to build a castle  Letter explaining what materials to use for a flag/chair etc for the castle			Write a letter to someone in Kenya			Acrostic poem – plants Plant identifier for other children in the school.  Description of a steam train – using senses			News report for 7 continents and information 5 senses poetry around the school		

# Year 2 Overview

Year 2																		
Topic	Local History			Mini Mappers			Great fire of London			Hot and Cold Deserts			Explorers -Sacagawea & M Collins			Rivers, Seas & Oceans		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Core Text	The Highway Rat			The 3 little wolves and the big bad pig			The Great Fire of London, Emma Adams			Catch it (Lit Shed) / The Emperor's Egg			My Pet Star			The River, An epic journey to the sea		
Genre	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction	Classics	Fiction	Non-Fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction
Year Two	List Poem	Journey story	Information text	Poem from image of wolf/pig - noun phrases	Genre Narrative – retell	Instructions	Shape poetry	Narrative - description	Reporting for TV on the incident	Image poetry	Catch It Retell	Emperor's Egg Instructions	Simile poem	Description of character	Letter to the star	The Sound Collector (Performance)	Diary entry as a fish	Explanation text
Reading	Hansel & Gretel BFG Gorilla Non-fiction reports about animals			The Enchanted Wood The Way Back Home The Way back home (Lit Shed) The colour of home Lily and The Snowman (Literacy Shed)			Pudding Lane (Literacy Shed) The Great Fire of London - Liz Gogery (NF) Vlad and the Great Fire of London			The Water Princess Lost and Found (Text comparison with animation) The Blue Whale And Tango makes 3			Astro Girl Vlad and The Space Race The International Space Station (Clive Gifford)			A River Book Imaginary Fred		
Cross Curricular writing	What's the same, what is different? (toys/clothes etc) How to plant a seed – instructions Plant diary			Letter to stop building of a supermarket on the Grange Estate Fact file – animals – how they grow Story of a child describing their pet grow,			Diary entry on night of fire/letter describing it. Science Chemistry unit – still to be added by UL			Descriptive settings Acrostic poems Food chain poster/explanation News report on food chains			Instructions for how to wash hair in space Letter to Tim Peake Which materials for a spacesuit? Explanation.			Letter to council for cleaning up local river and why. Recount to a visit to a river Materials for a boat to get The Gingerbread man across dry.		

# Year 3 Overview

Year 3																		
Topic	Prehistoric Britain			The UK			Ancient Egypt			Mountains and volcanoes			Ancient Greece			Looking at Europe		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Core Text	Stone Age Boy			Roald Dahl stories Playscripts e.g. The Twits			The Egyptian Cinderella			The Street Beneath My Feet			King Midas (text and animation)			Here I Am (Na)		
Genre	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Classics	Fiction	Non-Fiction
Year 3	Image poetry	Setting description	Instructions	Acrostic poem	Dialogue	Formal Letter	Simile poetry	Retell a traditional story	Playscripts	Haiku	Portal story	Explanation	In my magic box	Own version of their King Midas touch	Discussion text	Rhyme Jabberwocky (performance)	Narrative : Dialogue	Tourist advert
Reading	Ug How to wash a woolly mammoth Cave baby The pebble in my pocket The secrets of Stone Henge			Vlad The Drac			Marcy and riddle of the Sphinx			Agent Asha – Mission Shark Bytes			Charlie changes into a chicken			My name is not Refugee		
Cross Curricular writing	Mary Anning – Fact file/ class shared write biography  Letter to Stone Age/Iron about how today differs  Poster – different types of rock and how they are formed.			<u>Tourist</u> advert for UK  Explanation/instructions text: How to create a shadow  Acrostic poem for LIGHT			Instructions – Mummification Poster For healthy living			Narrative: Volcanic eruption Poetry – volcanic descriptive Newspaper report  Recount: life as a flower Letter to another species describing features			Greek God explanation text Newspaper report of King Midas  Friction science report Biography scientist			Advert for Europe Diary entry for moving to chosen European city  Friction science report Biography scientist		

# Year 4 overview

Year 4																		
Topic	Ancient Maya			Brazil			Early Islamic Civilisation			Tropical Rainforests			Local history (Wicksteed Park)			Earthquakes & Human Settlements		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Core Text	Fantastic Mr Fox			Poumpou Tales			The Demon Headmaster			The Great Kapok Tree			The Lion, The Witch & The Wardrobe			Home Sweet Home animation		
Genre	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	fiction	Non-fiction	Poetry	Fiction	Non-fiction
Year 4	Simile poems	Character and setting	Report writing	Haiku	Narrative Dialogue	Script writing (Voice overs) Animal	Performance poetry - The Owl and the Pussycat by Edward Lear	Narrative 1 <sup>st</sup> person	Advert for the school	Kennings	Narrative – description and dialogue	Discussion- deforestation	Rhythm & Sounds	Portal story	Persuasive Letter	Cinquain	Retell of story	Newspaper report
Reading	Charlotte's web			The Legend of <del>Podkin</del> One-Ear			The Demon Headmaster			Journey to the River Sea			The Lion, The Witch & The Wardrobe			Cloud Busting		
Cross Curricular Writing:	Newspaper report – Mayan clash with local tribe. Science report on the relationship between tree circumference and leaf Letter to council to tidy up rubbish for the sake of local wildlife			Advert for Brazilian village Comparing rainforest and city life Recount of a baked bean being eaten Explanation text: digestion system			Letter to scholar in Early Islamic times from now about difference in schools. Explanation text – water cycle			Advert/ Poster – stopping deforestation Poetry – sound/pitch Biography			Letter to <del>Wicksteed</del> Recount of visit Advert to get more local people using grounds Science: Explanation of how a circuit works Instructions how to make a complete circuit.			Newspaper report on earthquake. Advert for earthquake proof house Descriptive narrative Science (chemistry) – planning to be confirmed		

# Year 5 overview

Year 5																		
Topic	Ancient Rome			Investigating World Trade			Roman Empire in Britain			Investigating water			Quest For knowledge			Climate across the world		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Theme & Book	Escape from Pompeii Catch a <u>lot</u> animation			Kick			Boy at the Back of the class			The Phone booth in Mr Hirota's Garden			Room 13			Animation The Unknown Planet		
	Poetry	Fiction		Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non – Fiction	Poetry	Fiction	Non-fiction	Perform- ance	Fiction	Non- fiction
Year 5	Poem: Metaphor poems	Text Escape from Pompeii Genre Descriptio n	Newspap er report Focus	Haiku	Narrative : Building Character using dialogue	Comparative writing	Image Poem	Narrative: A new adventure	News report:	personifica tion	Diary entry	Explanati on text	Descriptive poetry	Narrative: Suspense and tension	Radio advert (persuasion) To book a room at the hotel.	Song: Space Oddity	Sci-Fi narrative	Recount – diary entry As Orange
Reading	Wonder			Kick			Boy at the back of the class			The <u>River</u> Singers			A Kind of Spark			A Story Like the Wind		
Cross Curricular Writing	Product review on materials Argument for/against material being used  Speech for Augustus before coming to power or what engineering developments they made.			Letter to food company about food air miles Campaign for reducing food miles  Comparative report in science: materials			Discussion text: Did the Romans help us? News report: Boudicca's revolt  Explanations: Life Cycles			News report - flood  Explanation text – tsunami/flood  Report for younger children on how humans develop from birth			Advertising: Which period was most influential?  Forces: Persuasive advert Newton speech on gravity			Biography – Space traveller Fact or fiction ET visitors  News TV report/Speech: global warming		

# Year 6 overview

Year 6																		
Topic	Anglo Saxons			Improving the environment			Viking Age			On the Move			Power, Empire & Democracy			I am a geographer		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Core Texts	Harry Potter Fantastic Beasts			The Rabbits (John Marsden)			The No-Where Emporium			The Arrival			Alma (Animation)			Cogheart		
Genre	Poetry	Fiction	Non-Fiction	Classics	Fiction	Non-Fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-fiction
Year 6	Personification poems Magic	Harry Potter Quest	Informative Writing: Experimenting with Formality & Voice	Tyger, Tyger  The Tale of Custard the dragon  The Highway man (Performance)	Narrative Environmental	Persuasion: Letter	The Book of Wonder (Based on Magic Box)	Narrative : Suspense and tension	Biography	Alphabet poem	Multi-text story telling	Discussion: Seeking asylum	Image poem	Dual voice narrative	Newspaper report	Rap/Rhyme	Diary Letter	Fake News
Reading	Harry Potter & The Philosopher's Stone			Holes			The No-Where Emporium			Who Let the Gods out?			Orphans of the Tide			Illegal When the Sky Falls		
Cross Curricular writing	Anglo Saxon review for new settlements Darwin biography/scientific report of <a href="#">finches</a> observation			Campaign/speech for protecting the environment  Letter to shop offering help for electricity issues (dull light/loud alarm etc)			Speech: Vikings – persuading others to invade UK  Explanation text on how rainbows are formed			Comparative text: two settlements Letter from settlement to world describing life  Poetry – different micro-organisms Science review -are all micro-organisms harmful?			Discussion text - Have people's rights changed over time?  Recount – red blood cell journey around the body Review – dissecting heart Newspaper report – first heart transplant			Science report Explanation of reactions		

## Leading to KS3 National Curriculum Expectations

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
KS3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• speak confidently and effectively, including through:</li> <li>• using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>• giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>• participating in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>• improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write accurately, fluently, effectively and at length for pleasure and information through:</li> <li>• writing for a wide range of purposes and audiences, including:               <ul style="list-style-type: none"> <li>➢ well-structured formal expository and narrative essays</li> <li>➢ stories, scripts, poetry and other imaginative writing</li> <li>➢ notes and polished scripts for talks and presentations</li> <li>➢ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> </ul> </li> <li>• summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li> <li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan, draft, edit and proof-read through:               <ul style="list-style-type: none"> <li>➢ considering how their writing reflects the audiences and purposes for which it was intended</li> <li>➢ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>➢ paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be taught to:               <ul style="list-style-type: none"> <li>☐ consolidate and build on their knowledge of grammar and vocabulary through:                   <ul style="list-style-type: none"> <li>☐ extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts</li> <li>☐ studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>☐ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>☐ knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> <li>☐ using Standard English confidently in their own writing and speech</li> </ul> </li> <li>☐ discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</li> </ul> </li> </ul>