

# William Gilpin CE VA Primary School

## Topic & English Overview **CYCLE A**

Reading Scheme: Real books supplemented with various book banded reading schemes

Phonics Scheme: Letters and Sounds/ Jolly Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class 1</b> <b>FS/Year 1</b></p> <p><b>Genres and Key Texts</b></p>	<p><b>Me and My Family</b></p> <p>Information – This is me – writing about ourselves and our families. Elmer – book review Recount Cards</p> <p>Starting School texts Family Books Goldilocks and the Three Bears. Peace at Last – Jill Murphy. Elmer stories – David McKee.</p>	<p><b>Off to the Shops</b></p> <p>Writing shopping lists, Invitations and Menus Recount of holiday Labels (fruits and vegetables)</p> <p>The Shopping Basket-John Burningham. Supermarket Zoo. The Tiger that Came to Tea. The Ravenous Beast.</p>	<p><b>Dressing-Up</b></p> <p>Recount of a trip or event – rehearsing sentences aloud</p> <p>Traditional tales Little Red Riding Hood The Emperor’s New Clothes. The Elves and the Shoemaker.</p>	<p><b>Homes and Shelters</b></p> <p>Retelling a narrative Sequencing sentences to form short narratives Instructions</p> <p>Handa’s Surprise Three Little Pigs</p>	<p><b>The Secret Garden</b></p> <p>Personal recount – Diary (short sentences) Information</p> <p>Non-fiction plant books Bean Diaries. The Very Hungry Caterpillar. Jasper’s Beanstalk. Jack and the Beanstalk.</p>	<p><b>It’s a Bear</b></p> <p>Drama – Teddy Bear Writing in the style of a familiar text</p> <p>We’re Going on a Bear Hunt Can’t You Sleep Little Bear? – M Waddell. Bear Poems/rhymes</p>
<p><b>Reading Comprehension</b></p>	<p>FS</p> <ul style="list-style-type: none"> <li>Hear and say the initial sound in words.</li> <li>Enjoys an increasing range of books.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>Link what they read or hear read to their own experiences.</li> <li>Recognise and join in with predictable phrases.</li> </ul>	<p>FS</p> <ul style="list-style-type: none"> <li>Begins to segment sounds in simple words and blend them together and know which letters represent some of them.</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>Learn to appreciate rhymes and</li> </ul>	<p>FS</p> <ul style="list-style-type: none"> <li>Begins to read words and simple sentences.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Listen to and discuss a wide range of poems, stories and non-</li> </ul>	<p>FS</p> <ul style="list-style-type: none"> <li>Read and understand simple sentences.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what</li> </ul>	<p>FS</p> <ul style="list-style-type: none"> <li>Demonstrate understanding when talking with others about what they have read.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	<p>FS</p> <ul style="list-style-type: none"> <li>Use phonic knowledge to decode familiar words and read them aloud accurately.</li> <li>Read some common irregular words.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>Discuss word meaning, linking new meanings to those already known.</li> <li>Discuss the significance of the title and events.</li> </ul>

		<p>poems, and to recite some by heart.</p> <ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far.</li> </ul>	<p>fiction at a level beyond that which they can read independently.</p>	<p>others say.</p>		
<p><b>Spelling/Phonics</b></p>	<p><b>Reading</b>  ai ay a-e a ey  ee ea e-e y e ie ey  igh ie i-e y i  oa oe o-e o ow  oo oo u-e ew ue</p>	<p><b>Spelling</b>  ai ay a-e a ey  ee ea e-e y e ie ey  igh ie i-e y i  oa oe o-e o ow  oo oo u-e ew ue</p>	<p>ar a al  or aw au al ore (EXT:  augh our)  ur er ir ear or  ow ou  oi oy</p>	<p>wh  ph  ear ere eer  air ere are ear  ure repeat</p>	<p>mb (lamb)  y (crystal)  ea (head)  ch (school)  kn/gn='n'  se (because)  o (come)</p>	<p>prefix 'un'  compound words  (football, playground,  farmyard)</p>
<p><b>Grammar</b></p>	<p><b>Punctuation</b>  Yr1: Leave spaces between words.  Begin to punctuate sentences using a capital letter and a full stop.  Use a capital letter for the personal pronoun 'I'.</p>	<p><b>Sentence</b>  Yr1: Begin to join words and join sentences using <i>and</i>.</p> <p><b>Punctuation</b>  Yr1: Use a capital letter for names of people.</p>	<p><b>Punctuation</b>  Yr1: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Use a capital letter for the days of the week.</p>	<p><b>Punctuation</b>  Yr1: Ensure children are beginning to punctuate sentences using a capital letter and a full stop.  Use a capital letter for place names.</p>	<p><b>Punctuation</b>  Yr1: Ensure children leave spaces between words.</p> <p><b>Sentence</b>  Yr1: Ensure children can join words and join sentences using <i>and</i>.</p>	<p><b>Punctuation</b>  Yr1: Ensure children begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Ensure children use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>

<p style="text-align: center;"><b>Class 2 Year 1/Year 2</b></p> <p style="text-align: center;"><b>Genres and Key Texts</b></p>	<p><b>Learning About Ourselves and the World</b></p> <p><b>Labels, Lists &amp; Captions Instructions Senses Poetry</b></p> <p><b>We Are Britain by Benjamin Zephaniah</b></p>	<p><b>Learning About Ourselves and the World</b></p> <p><b>Old Bear Stories Adventure Stories – stories with a pattern Recipes</b></p> <p><b>Honey Biscuits by Meredith Hooper Old Bear Stories by Jane Hissey Stick Man by Julia Donaldson</b></p>	<p><b>Superheroes</b></p> <p><b>Recounts &amp; Diaries Information Fantasy Stories and comic strips</b></p> <p><b>Diary of a Spider by Doreen Cronin George Saves the World by Lunchtime by Jo Readman &amp; Ley Honor Roberts</b></p>	<p><b>Castles</b></p> <p><b>Cinderella in other Cultures (Fiction) Fairy tale Character profiles</b></p> <p><b>Mufaro’s Beautiful Daughters by John Steptoe Cendrillon by Robert D San Souci Shrek - Extracts The Paper Bag Princess by Robert Munsch</b></p>	<p><b>A Bug’s Life</b></p> <p><b>Fantasy Stories Poems on a Theme Who am I? Riddles</b></p> <p><b>Extracts from A Bug’s Life The MinPins by Roald Dahl</b></p>	<p><b>London’s Calling</b></p> <p><b>Information Texts Great Fire of London (Diaries and Newspaper Reports)</b></p> <p><b>Extracts from Samuel Pepys Diary The Great Fire of London by Liz Gogerly</b></p>
<p style="text-align: center;"><b>Reading Comprehension</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>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.</li> <li>Participate in discussion about</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Link what they read or hear read to their own experiences.</li> <li>Recognise and join in with predictable phrases.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Recognise simple recurring literary language in stories and poetry.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>Make inferences on the basis of what is being said and done.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Discuss their favourite words and phrases.</li> <li>Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>Make inferences on the basis of what is being said and done.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Discuss word meaning, linking new meanings to those already known.</li> <li>Discuss the significance of the title and events.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Be introduced to non-fiction books that are structured in different ways.</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>Answering and asking questions.</li> </ul>

	books, poems and other words that are read to them and those they can read for themselves, taking turns and listening to what others say.					
<p style="text-align: center;"><b>Spelling/ Phonics</b></p>	<p><b>Year 1</b> Spell words containing 40+ phonemes learnt. Read words with: ai ay a-e a ey ee ea e-e y e ie ey igh ie i-e y i oa oe o-e o ow oo oo u-e ew ue Name the letters of the alphabet in order.</p> <p><b>Year 2</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Secure reading and writing with different spellings for phonemes. <i>/ai/ /ee/ /igh/ /oa/ /y/oo/ /oo/</i> Spell common exception words.</p>	<p><b>Year 1</b> Spell words containing 40+ phonemes learnt. Spell words with: ai ay a-e a ey ee ea e-e y e ie ey igh ie i-e y i oa oe o-e o ow oo oo u-e ew ue Use letter names to distinguish between alternative spellings of the same sound.</p> <p><b>Year 2</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Understands past tense. Understands definition of a verb. Add the suffix –ed for past tense. Add suffix –ing for present tense.</p>	<p><b>Year 1</b> Spell words containing 40+ phonemes learnt. ar a al or aw au al ore (EXT: augh our) ur er ir ear or ow ou oi oy Spell days of the week.</p> <p><b>Year 2</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Classify words into 3 categories- simple, complex or compound words. Split words into their component parts. Use this to inform spelling. Add suffixes –ment, -ness to spell longer words.</p>	<p><b>Year 1</b> Spell words containing 40+ phonemes learnt. wh ph ear ere eer air ere are ear ure repeat Spell common exception words</p> <p><b>Year 2</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Add common inflections (suffixes) to words.</p> <ul style="list-style-type: none"> <li>• -ful</li> <li>• -ly</li> <li>• -less</li> </ul> <p>plurals</p> <ul style="list-style-type: none"> <li>• Add –s</li> <li>• Change y to i and add –es.</li> </ul>	<p><b>Year 1</b> Spell words containing 40+ phonemes learnt. mb (lamb) y (crystal) ea (head) ch (school) kn/gn='n' se (because) o (come) Use spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p><b>Year 2</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Add prefixes (dis-, un-) to root words and understand how prefixes change meaning. Spell more words with contracted forms. Learn the possessive apostrophe (singular).</p>	<p><b>Year 1</b> Spell words containing 40+ phonemes learnt. prefix 'un' compound words (football, playground, farmyard) Use –ing, -ed, -er and –est where no change is needed in the spelling root words.</p> <p><b>Year 2</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Can discriminate syllables in multisyllabic words. Can use this as an aid to spelling. Can spell a range of multisyllabic words correctly. Distinguish between homophones and near-homophones.</p>

<b>Grammar</b>	<p><b>Punctuation</b> Yr1: Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Yr2: Use commas for lists.</p> <p><b>Sentence</b> Yr2: Use expanded noun phrases to describe and specify. Use sentences for command.</p>	<p><b>Sentence</b> Yr1: Join words and join sentences using <i>and</i>.</p> <p><b>Punctuation</b> Yr2: Use familiar punctuation: capital letters, full stops, exclamation marks, questions marks.</p> <p><b>Text</b> Yr2: Use the present and past tenses correctly and consistently including the progressive form.</p>	<p><b>Punctuation</b> Yr1: 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'.</p> <p><b>Sentence</b> Yr2: Use sentences with different forms: statement, question, exclamation, command. Use coordination (using <i>or</i>, <i>and</i>, or <i>but</i>).</p>	<p><b>Punctuation</b> Yr1: Ensure children leave spaces between words. Ensure children are beginning to punctuate sentences using a capital letter and a full stop. Yr2: Use familiar punctuation: capital letters, full stops, exclamation marks, questions marks.</p> <p><b>Sentence</b> Yr2: Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>)</p>	<p><b>Sentence</b> Yr1 Ensure children can join words and join sentences using <i>and</i>. Yr2: Use expanded noun phrases to describe and specify.</p> <p><b>Punctuation</b> Yr2: Learn how to use apostrophes for contracted forms and the possessive (singular).</p> <p><b>Text</b> Yr2: Use the present and past tenses correctly and consistently including the progressive form.</p>	<p><b>Punctuation</b> Yr1: Ensure children begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Ensure children use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Sentence</b> Yr2: Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and coordination (using <i>or</i>, <i>and</i>, or <i>but</i>).</p>
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<p style="text-align: center;"><b>Class 3 Year 3/Year 4</b></p> <p style="text-align: center;"><b>Genres and Key Texts</b></p>	<p><b>The New Forest</b></p> <p>Entertain and Describe – Narrative stories. Simile poetry. Inform and Explain – Non-chronological reports about the New Forest</p> <p>Shadow Forest by Matt Haig. The Minpins by Roald Dahl. Study a variety of non – chronological reports including the ‘I Wonder Why’ series.</p>	<p><b>The New Forest</b></p> <p>Persuade –local area advertisements Discuss and inform –historical events from the New Forest. Write recounts from different perspectives.</p> <p>A variety of persuasive writing including leaflets and advertisements.</p>	<p><b>Clothing and Music: Fashion</b></p> <p>Design and Technology - instructions</p> <p>Study a variety of instruction pieces – recipes, design and technology instructions</p>	<p><b>Ancient Civilisations</b></p> <p>Entertain and Describe – children to write narratives in historical settings.</p> <p>Street Child – Berlie Doherty The Prince, the Cook and the Coming King – Terry Dreary. My Story – Egyptian Princess by Vincent Cross.</p>	<p><b>The Rainforest: Saving the World</b></p> <p>Advise and Persuade - Save the Rainforest letters and debate</p> <p>Martin Luther King – ‘I have a dream speech’. A variety of examples of persuasive letters and speeches. Where the Forest Meets the Sea by Jeannie Baker</p>	<p><b>Significant People: They Made a Difference</b></p> <p>Discuss and inform – write non-chronological reports / newspaper reports - Which King/Queen had the most impact</p> <p>A variety of historical non-fiction texts including biographies and non-chronological reports.</p>
<p style="text-align: center;"><b>Reading Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry].</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• Identify main ideas drawn from more</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader’s interest and imagination.</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identifying how language, structure, and presentation contribute to</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of non-fiction and reference books or textbooks.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction and poetry.</li> <li>• Ask questions to improve their understanding of a text.</li> <li>• Identify themes and conventions in a wide range of books.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader’s interest and imagination.</li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry].</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of non-fiction and reference books or textbooks.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Retrieve and record information from non-fiction.</li> </ul>

	<p>than one paragraph and summarise these.</p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction.</li> </ul>	<p>meaning.</p>	<ul style="list-style-type: none"> <li>Identify how language, structure, and presentation contribute to meaning.</li> </ul>			
<b>Spelling/ Phonics</b>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Contractions</p>	<p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p>	<p>More prefixes</p>	<p>Possessive apostrophe with plural words</p>	<p>Homophones and near-homophones</p>	<p>The suffix –ation</p> <p>The suffix –ly</p> <p>The possessive apostrophe (singular nouns)</p>
<b>Grammar</b>	<p><b>Sentence</b></p> <p>Yr3: Expressing time, place and cause using <b>conjunctions, adverbs, prepositions</b></p> <p><b>Text</b></p> <p>Yr3: Headings and sub-headings to aid presentation</p> <p>(preposition, conjunction, clause, subordinate clause)</p>	<p><b>Text</b></p> <p>Yr3: Introduction to paragraphs as a way to group related material</p> <p><b>Sentence</b></p> <p>Yr4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Word</b></p> <p>Yr3: Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>] (consonant, consonant letter vowel, vowel letter)</p>	<p><b>Punctuation</b></p> <p>Yr3: Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Word</b></p> <p>Yr3: Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] (word family, prefix, direct speech )</p>	<p><b>Word</b></p> <p>Yr4: The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p><b>Punctuation</b></p> <p>Yr3: Introduction to inverted commas to <b>punctuate</b> direct speech</p> <p><b>Text</b></p> <p>Yr4: Use of paragraphs to organise ideas around a theme</p> <p>(inverted commas (or 'speech marks')</p>	<p><b>Sentence</b></p> <p>Yr4: <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p> <p><b>Text</b></p> <p>Yr3: Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] (Adverbial)</p>	<p><b>Punctuation</b></p> <p>Yr4: <b>Apostrophes</b> to mark singular and <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after <b>fronted adverbials</b></p> <p><b>Text</b></p> <p>Yr4: Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p> <p><b>Word</b></p> <p>Yr3: <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] (pronoun, possessive pronoun)</p>

<p style="text-align: center;"><b>Class 4 Year 5/Year 6</b></p> <p style="text-align: center;"><b>Genres and Key Texts</b></p>	<p><b>Artists' Impressions of the World: They See the World Like This</b></p> <p><b>The Piano – Writing Narrative / Diary / Dialogue</b>  <b>Non Fiction writing - Biography – artist (Kandinsky / Banksy / Munch)</b>  <b>Narrative writing - Dreamtime Stories.</b>  <b>Poetry – ‘Sensational Poetry’.</b></p> <p><b>Scribbleboy – Philip Ridley</b>  <b>The Firework makers daughter</b>  <b>Boy – Roald Dahl</b>  <b>‘Sensational’ Poetry</b>  <b>‘Here Comes Frankie’ by Tim Hopgood (Picture book for older readers)</b></p>	<p><b>The House of Wisdom</b></p> <p><b>NF – Chronological Report ‘The city of Baghdad’</b>  <b>Fiction Narrative – Story in the style of Sinbad.</b></p> <p><b>The Pearl Diver</b>  <b>1001 Arabian Nights</b>  <b>Ali Baba</b>  <b>Aladdin</b>  <b>The Adventures of Sinbad.</b></p>	<p><b>Fair Trade &amp; Tea ‘Fancy a cuppa?’</b></p> <p><b>Fair Trade – persuasive writing</b></p> <p><b>The White Giraffe – Lauren St John</b>  <b>Butterfly Lion – M. Morpurgo</b>  <b>Journey to Jo’burg – Beverley Naidoo</b></p>	<p><b>Myths, Legends and Beliefs</b></p> <p><b>Writing Adventure stories – Myths and legends</b>  <b>Writing Play scripts</b></p> <p><b>Greek Myths / Robin Hood/ Quest stories</b>  <b>Percy Jackson and the Lightening Thief – Rick Riordan</b></p>
<p style="text-align: center;"><b>Reading Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books, including, modern fiction and poetry.</li> <li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Learn a wider range of poetry by heart.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books, traditional stories, and books from other cultures and traditions.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Make comparisons within and across books.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>• Predict what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories.</li> <li>• Prepare plays to read aloud and to perform; showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Recommend books they have read, giving reasons for their choices.</li> <li>• Identify and discuss themes and conventions in and across texts.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul>

<p><b>Spelling/ Phonics</b></p>	<p><b>Revise:</b> Adding suffixes beginning with vowel letters to words of more than one syllable. <b>Learn:</b> Endings which sound like /ʃəs/ spelt –cious or –tious</p>	<p><b>Revise:</b> Adding Prefixes from year ¾. <b>Learn:</b> Endings which sound like /ʃəl/</p>	<p><b>Revise:</b> Words with endings sounding like /ʒə/ (sure) or /tʃə/ (ture) &amp; The suffix –ous. <b>Learn:</b> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>	<p><b>Revise:</b> Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian. <b>Learn:</b> Words ending in –able and –ible Words ending in –ably and –ibly</p>	<p><b>Revise:</b> Words with the /k/ sound spelt ch (Greek in origin). <b>Learn:</b> Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p><b>Learn:</b> Use of the hyphen.</p>
<p><b>Grammar</b></p>	<p><b>Word</b> Y5: Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify]</p> <p><b>Sentence</b> Y5: <b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>(relative pronoun relative clause)</p>	<p><b>Word</b> Y5: <b>Verb prefixes</b> [for example, <i>dis–, de–, mis–, over– and re–</i>] Y6: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p><b>Punctuation</b> Y5: Use of commas to clarify meaning or avoid ambiguity Y6: How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> <p>(ambiguity) (Hyphen)</p>	<p><b>Sentence</b> Y6: Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p><b>Text</b> Y5: Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Y6: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><b>Punctuation</b> Y6: Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation of</b></p>	<p><b>Sentence</b> Y5: Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must] Y6: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p>(modal verb)</p>	<p><b>Text</b> Y5: Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before Y6: Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>(ellipsis)</p>	<p><b>Word</b> Y6: How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p><b>Punctuation</b> Y5: Brackets, dashes or commas to indicate parenthesis Y6: Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It’s raining; I’m fed up</i>]</p> <p>(parenthesis, bracket, dash) (synonym, antonym)</p>

			bullet points to list information  (cohesion) (subject, object, active, passive, colon, semi-colon, bullet points)			
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**William Gilpin CE VA Primary School**  
**Topic & English Overview CYCLE B**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b> <b>FS/Year 1</b>  <b>Genres and Key Texts</b>	<b>Me and My School</b>  <span style="color: red;">Information writing - This is me – writing about school</span> <span style="color: red;">Labels on simple maps</span>  <span style="color: green;">Starting School texts</span> <span style="color: green;">The Enormous Turnip.</span> <span style="color: green;">The Giant Jam Sandwich</span>	<b>Let's Celebrate</b>  <span style="color: red;">Lists, Invitations and Cards</span> <span style="color: red;">Instructions</span> <span style="color: red;">Holiday Recounts</span>  <span style="color: green;">The Shopping Basket-John Burningham</span> <span style="color: green;">Supermarket zoo</span> <span style="color: green;">The Tiger that Came to Tea.</span> <span style="color: green;">The Ravenous Beast.</span>	<b>Pirates Ahoy!</b>  <span style="color: red;">Drama – Pirate Adventure stories</span> <span style="color: red;">Sequencing sentences to form short narratives</span> <span style="color: red;">Recount of a visit</span>  <span style="color: green;">Pirate stories;</span> <span style="color: green;">Captain Pike looks after the baby-Kate Pankhurst</span> <span style="color: green;">Non-fiction - islands</span>	<b>All Creatures Great and Small</b>  <span style="color: red;">Animal Information Texts</span> <span style="color: red;">Animal poetry</span>  <span style="color: green;">Animal information books</span> <span style="color: green;">Animal stories</span>	<b>Off to the Seaside</b>  <span style="color: red;">Recount of event/trip</span> <span style="color: red;">Performance poetry – seaside</span>  <span style="color: green;">Seaside stories</span> <span style="color: green;">Seaside poems</span> <span style="color: green;">Non-fiction – seaside</span> <span style="color: green;">Smiley Shark &amp; Clumsy Crab - Ruth Galloway</span> <span style="color: green;">The Snail and the Whale – Julia Donaldson</span>	<b>On the Move</b>  <span style="color: red;">Whatever Next – retelling a narrative</span> <span style="color: red;">Writing in the style of a familiar text.</span>  <span style="color: green;">Whatever Next – Jill Murphy</span> <span style="color: green;">Non-fiction - transport</span>
<b>Reading Comprehension</b>	FS <ul style="list-style-type: none"> <li>Hear and say the initial sound in words.</li> <li>Enjoys and increasing range of books.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>Link what they read or hear read to their own experiences.</li> <li>Recognise and join in with predictable phrases.</li> </ul>	FS <ul style="list-style-type: none"> <li>Begins to segment sounds in simple words and blend them together and know which letters represent some of them.</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>Predicting what might happen on</li> </ul>	FS <ul style="list-style-type: none"> <li>Begins to read words and simple sentences.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read</li> </ul>	FS <ul style="list-style-type: none"> <li>Read and understand simple sentences.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	FS <ul style="list-style-type: none"> <li>Demonstrate understanding when talking with others about what they have read.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	FS <ul style="list-style-type: none"> <li>Use phonic knowledge to decode familiar words and read them aloud accurately.</li> <li>Read some common irregular words.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>Discuss word meaning, linking new meanings to those already known.</li> <li>Discuss the significance of the title and events.</li> </ul>

		the basis of what has been read so far.	independently.			
<b>Spelling/Phonics</b>	<b>Reading</b> ai ay a-e a ey ee ea e-e y e ie ey igh ie i-e y i oa oe o-e o ow oo oo u-e ew ue	<b>Spelling</b> ai ay a-e a ey ee ea e-e y e ie ey igh ie i-e y i oa oe o-e o ow oo oo u-e ew ue	ar a al or aw au al ore (EXT: augh our) ur er ir ear or ow ou oi oy	wh ph ear ere eer air ere are ear ure repeat	mb (lamb) y (crystal) ea (head) ch (school) kn/gn='n' se (because) o (come)	prefix 'un' compound words (football, playground, farmyard)
<b>Grammar</b>	<b>Punctuation</b> Yr1: Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Use a capital letter for the personal pronoun 'I'.	<b>Sentence</b> Yr1: Begin to join words and join sentences using <i>and</i> .  <b>Punctuation</b> Yr1: Use a capital letter for names of people.	<b>Punctuation</b> Yr1: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for the days of the week.	<b>Punctuation</b> Yr1: Ensure children are beginning to punctuate sentences using a capital letter and a full stop. Use a capital letter for place names.	<b>Punctuation</b> Yr1: Ensure children leave spaces between words.  <b>Sentence</b> Yr1: Ensure children can join words and join sentences using <i>and</i> .	<b>Punctuation</b> Yr1: Ensure children begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Ensure children use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

<p style="text-align: center;"><b>Class 2 Year 1/Year 2</b></p> <p style="text-align: center;"><b>Genres and Key Texts</b></p>	<p><b>Call the Dr!</b></p> <p>Labels, lists and Captions Instructions Charlie and Lola (Fiction)</p> <p>How to Look After Your Hamster by Colin Hawkins Charlie and Lola by Lauren Child</p>	<p><b>Celebrations and Festivals</b></p> <p>Invitations and Letters Alliterative Poetry</p> <p>Jolly Postman by Janet and Allan Ahlberg Jolly Christmas Postman by Janet and Allan Ahlberg</p>	<p><b>The Titanic: Finding Out About the Past</b></p> <p>Diaries Information Text</p> <p>Titanic Survivor by Paul Shipton My Story: Titanic by Ellen Emerson White</p>	<p><b>Island Adventures</b></p> <p>Katie Morag - Fiction writing Letters and Postcards</p> <p>Katie Morag stories by Mairi Hedderwick</p>	<p><b>Creatures of the Night</b></p> <p>Nocturnal Animals Information Texts Tony Mitton Poetry</p> <p>The Hodgeheg by Dick King-Smith</p>	<p><b>Holidays</b></p> <p>Riddles &amp; Word Play Poetry Roald Dahl - Extended Stories</p> <p>Plum by Tony Mitton Come Into This Poem by Tony Mitton George's Marvellous Medicine by Roald Dahl Walking the Bridge of your Nose selected by Michael Rosen</p>
<p style="text-align: center;"><b>Reading Comprehension</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Encourage to link what they read or hear read to their own experiences.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Recognise and join in with predictable phrases.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Recognise simple recurring literary language in stories and poetry.</li> <li>Discuss their favourite words and phrases.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Explain clearly their understanding of what is read to them.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Be introduced to non-fiction books that are structured in different ways.</li> <li>Participate in discussion about books, poems and other words that</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>Discuss the significance of the title and events.</li> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>Answering and asking questions.</li> <li>Explain and discuss their understanding of books, poems and</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Make inferences on the basis of what is being said and done.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>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.</li> <li>Make inferences on the basis of what is being said and done.</li> </ul>

			<p>are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>		<p>other material, both those that they listen to and those that they read for themselves.</p>	
<h2>Spelling/ Phonics</h2>	<p><b>Year 1</b> <i>Spell words containing 40+ phonemes learnt.</i> Read words with: ai ay a-e a ey ee ea e-e y e ie ey igh ie i-e y i oa oe o-e o ow oo oo u-e ew ue Name the letters of the alphabet in order.</p> <p><b>Year 2</b> <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</i> Secure reading and writing with different spellings for phonemes. <i>/ai/ /ee/ /igh/ /oa/ /yoo/ /oo/</i> Spell common exception words.</p>	<p><b>Year 1</b> <i>Spell words containing 40+ phonemes learnt.</i> Spell words with: ai ay a-e a ey ee ea e-e y e ie ey igh ie i-e y i oa oe o-e o ow oo oo u-e ew ue Use letter names to distinguish between alternative spellings of the same sound.</p> <p><b>Year 2</b> <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</i> Understands past tense. Understands definition of a verb. Add the suffix -ed for past tense. Add suffix -ing for</p>	<p><b>Year 1</b> <i>Spell words containing 40+ phonemes learnt.</i> ar a al or aw au al ore (EXT: augh our) ur er ir ear or ow ou oi oy Spell days of the week.</p> <p><b>Year 2</b> <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</i> Classify words into 3 categories- simple, complex or compound words. Split words into their component parts. Use this to inform spelling. Add suffixes -ment, -</p>	<p><b>Year 1</b> <i>Spell words containing 40+ phonemes learnt.</i> wh ph ear ere eer air ere are ear ure repeat Spell common exception words</p> <p><b>Year 2</b> <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</i> Add common inflections (suffixes) to words.</p> <ul style="list-style-type: none"> <li>-ful</li> <li>-ly</li> <li>-less</li> </ul> <p>plurals</p> <ul style="list-style-type: none"> <li>Add -s</li> <li>Change y to I and add -es.</li> </ul>	<p><b>Year 1</b> <i>Spell words containing 40+ phonemes learnt.</i> mb (lamb) y (crystal) ea (head) ch (school) kn/gn='n' se (because) o (come) Use spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p><b>Year 2</b> <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</i> Add prefixes (dis-, un-) to root words and understand how prefixes change meaning. Spell more words with contracted forms. Learn the possessive</p>	<p><b>Year 1</b> <i>Spell words containing 40+ phonemes learnt.</i> prefix 'un' compound words (football, playground, farmyard) Use -ing, -ed, -er and -est where no change is needed in the spelling root words.</p> <p><b>Year 2</b> <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</i> Can discriminate syllables in multisyllabic words. Can use this as an aid to spelling. Can spell a range of multisyllabic words correctly. Distinguish between homophones and near-homophones.</p>

		present tense.	ness to spell longer words.		apostrophe (singular).	
<b>Grammar</b>	<p><b>Punctuation</b> Yr1: Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Yr2: Use commas for lists.</p> <p><b>Sentence</b> Yr2: Use expanded noun phrases to describe and specify. Use sentences for command.</p>	<p><b>Sentence</b> Yr1: Join words and join sentences using <i>and</i>.</p> <p><b>Punctuation</b> Yr2: Use familiar punctuation: capital letters, full stops, exclamation marks, questions marks.</p> <p><b>Text</b> Yr2: Use the present and past tenses correctly and consistently including the progressive form.</p>	<p><b>Punctuation</b> Yr1: 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'.</p> <p><b>Sentence</b> Yr2: Use sentences with different forms: statement, question, exclamation, command. Use subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>).</p>	<p><b>Punctuation</b> Yr1: Ensure children leave spaces between words. Ensure children are beginning to punctuate sentences using a capital letter and a full stop. Yr2: Use familiar punctuation: capital letters, full stops, exclamation marks, questions marks.</p> <p><b>Sentence</b> Yr2: Use coordination (using <i>or, and, or but</i>).</p>	<p><b>Sentence</b> Yr1: Ensure children can join words and join sentences using <i>and</i>. Yr2: Use expanded noun phrases to describe and specify.</p> <p><b>Punctuation</b> Yr2: Learn how to use apostrophes for contracted forms and the possessive (singular).</p> <p><b>Text</b> Yr2: Use the present and past tenses correctly and consistently including the progressive form.</p>	<p><b>Punctuation</b> Yr1: Ensure children begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Ensure children use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Sentence</b> Yr2: Use subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>).</p>

<p align="center"><b>Class 3 Year 3/Year 4</b></p> <p align="center"><b>Genres and Key Texts</b></p>	<p><i>Romans Conquerors</i></p> <p><b>Narrative writing - Rome Invasion. Stories with a moral dilemma.</b></p> <p><b>Mr Stink – David Walliams</b></p>	<p><i>Romans Archaeology</i></p> <p><b>Non-chronological reports – The Romans (Inform and Explain)</b></p> <p><b>Study a variety of historical non-fiction. Eagle of the Ninth – Rosemary Sutcliff</b></p>	<p><b>Food: Chocolate</b></p> <p><b>Writing narratives Instructions –how to make chocolate bars.</b></p> <p><b>Charlie and the Chocolate Factory by Roald Dahl.</b></p>	<p><i>The Anglo Saxons Explorers and Adventurers:</i></p> <p><b>Newspaper reports and debates -. Impact of Anglo Saxons (Discuss and Inform)</b></p> <p><b>A variety of historical non-fiction.</b></p>	<p><i>The Vikings Explorers and Adventurers:</i></p> <p><b>Narrative and poetry – Erik the Viking (Entertain and Describe)</b></p> <p><b>Erik the Viking by Terry Jones</b></p>	<p><b>Airports: Connections</b></p> <p><b>Travel focus (Advice) leaflets or posters, playscripts to advise.</b></p> <p><b>Examples of advice leaflets, particularly those relevant to travel.</b></p>
<p align="center"><b>Reading Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discussing a wide range of non-fiction and reference books or textbooks.</li> <li>• Identifying main ideas drawn from more than one paragraph and summarise these.</li> <li>• Check that the text makes sense to them; discuss their understanding and explaining the meaning of words in context.</li> <li>• Identify how language, structure, and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language, structure, and presentation contribute to meaning.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry].</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
<p align="center"><b>Spelling/ Phonics</b></p>	<p>Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ Contractions.</p>	<p>The suffix –ous</p>	<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Words ending in –tion</p>	<p>Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>	<p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>Words with the /ei/ sound spelt ei, eigh, or ey</p>

<p style="text-align: center;"><b>Grammar</b></p>	<p><b>Sentence :</b> Expressing time, place and cause using <b>conjunctions, adverbs, prepositions</b></p> <p><b>Text:</b> Headings and sub-headings to aid presentation</p> <p>(preposition, conjunction, clause, subordinate clause)</p>	<p><b>Text:</b> Introduction to paragraphs as a way to group related material</p> <p><b>Sentence:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Word:</b> Use of the <b>forms a</b> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</p> <p>(consonant, consonant letter vowel, vowel letter)</p>	<p><b>Punctuation:</b> Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Word:</b> Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>(word family, prefix , direct speech )</p>	<p><b>Word:</b> The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p><b>Punctuation:</b> Introduction to inverted commas to <b>punctuate</b> direct speech</p> <p><b>Text:</b> Use of paragraphs to organise ideas around a theme.</p> <p>(inverted commas (or 'speech marks')</p>	<p><b>Sentence:</b> <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p> <p><b>Text :</b> Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> <p>(Adverbial)</p>	<p><b>Punctuation:</b> <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after <b>fronted adverbials</b></p> <p><b>Text:</b> Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p> <p><b>Word :</b> <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p> <p>(pronoun, possessive pronoun)</p>

<p align="center"><b>Class 4 Year 5/Year 6</b></p> <p align="center"><b>Genres and Key Texts</b></p>	<p align="center"><b>Health Education: Fit for Life</b></p> <p><b>NF – Explanation 'How the body works'</b></p> <p><b>Alex Rider – Stormbreaker</b></p>	<p align="center"><b>Smugglers</b> <i>Local Study – Lymington</i></p> <p><b>Information – 'About Lymington' / Virtual <i>guided tour</i> The Highwayman – Discussion / persuasion</b></p> <p><b>Moonfleet - J. Meade Falkner The Highwayman – Alfred Noyes</b></p>	<p align="center"><b>Looking at the Evidence: The Investigators</b></p> <p><b>Descriptive writing - Characters and settings Letters and Diary writing</b></p> <p><b>Kensukes Kingdom</b></p>	<p align="center"><b>Mission to Mars and Beyond</b></p> <p><b>Time and place slip stories – Science fiction</b></p> <p><b>Destination Earth – Ali Sparkes Beltheron Pathway – Chris Connaughton</b></p>	<p align="center"><b>Where it all began Stone Age and Iron Age</b></p> <p><b>New Barn Trip / Maiden Castle – writing recounts. Informational writing / Time slip stories.</b></p> <p><b>Stig of the Dump – Clive King Non- Fiction texts</b></p>	<p align="center"><b>WW2</b> British history beyond 1066</p> <p><b>Non chronological report – life in WW1 and 2 Diary recounts Letters home Play scripts</b></p> <p><b>War Horse by Michael Morpurgo. Non- Fiction historical texts.</b></p>
<p align="center"><b>Reading Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books, including modern fiction.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Predict what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books, including legends and traditional stories, fiction from our literary heritage.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Prepare poems to read aloud and to perform; showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Distinguish between statements of fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books, including modern fiction.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books, including modern science fiction.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Identify and discuss themes and conventions in and across texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across books.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Recommend books they have read, giving reasons for their choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> </ul>

<p style="text-align: center;"><b>Spelling/ Phonics</b></p>	<p><b>Revise:</b> Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin). <b>Learn:</b> Words with the /i:/ sound spelt ei after c.</p>	<p><b>Revise:</b> Words with the /s/ sound spelt sc (Latin in origin). <b>Learn:</b> Words containing the letter-string ough.</p>	<p><b>Revise:</b> Words with the /ei/ sound spelt ei, eigh, or ey. <b>Learn:</b> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</p>	<p><b>Revise:</b> Possessive apostrophe with plural words. <b>Learn:</b> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</p>	<p><b>Revise:</b> Words with the /ʃ/ sound spelt ch (mostly French in origin). <b>Learn:</b> Homophones and other words that are often confused.</p>	<p><b>Learn:</b> Homophones and other words that are often confused.</p>
<p style="text-align: center;"><b>Grammar</b></p>	<p><b>Text:</b> Y5: Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before  Y6: Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b>  (ellipsis)</p>	<p><b>Word:</b> Y5: <b>Verb prefixes</b> [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]  Y6: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]  <b>Punctuation:</b> Y5: Use of commas to clarify meaning or avoid ambiguity  Y6: How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]  (ambiguity) (Hyphen)</p>	<p><b>Sentence:</b> Y5: Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]  Y6: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]  (modal verb)</p>	<p><b>Word:</b> Y6: How words are related by meaning as synonyms and antonyms [for example, big, large, little].  <b>Punctuation:</b> Y5: Brackets, dashes or commas to indicate parenthesis  Y6: Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It’s raining; I’m fed up</i>]  (parenthesis, bracket, dash) (synonym, antonym)</p>	<p><b>Word:</b> Y5: Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>–ate</i>; <i>–ise</i>; <i>–ify</i>]  <b>Sentence:</b> Y5: <b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun  (relative pronoun relative clause)</p>	<p><b>Sentence:</b> Y6: Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].  <b>Text:</b> Y5: Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]  Y6: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  <b>Punctuation:</b> Y6: Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information</p>

						(cohesion) (subject, object, active, passive, colon, semi- colon, bullet points)
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