



English Curriculum Overview 2023-2024

St Augustine of Canterbury R.C Primary School

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Rationale

At St Augustine's, our English curriculum is designed to prepare all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others, through spoken and written language.

- We aim to promote a love for reading that develops their cultural, emotional and intellectual awareness so they can participate fully in the world around them. When our children leave St Augustine's, we expect them to be avid readers, who read fluently and widely and are able to express opinions and preferences about what they read.
- We aim to have a language rich environment that promotes a culture of reading and writing, whilst also ensuring that children are taught the basics of grammar, punctuation, and spelling.
- We aim to teach children the craft of writing and give them the skills to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want to give them opportunities to interrelate the requirements of English within a broad, balanced and progressive approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught skills.

Approach

The Key Learning in Reading and Key Learning in Writing documents are used to plan and teach the English curriculum. These documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. The content of the key learning documents are broken down within the learning and progression steps document further to ensure appropriate coverage of knowledge and skills.

English is taught daily and consists of a grammar warm-up and an element of the teaching sequence. The teaching sequence is used consistently to teach English, and teachers adapt their teaching to meet the needs of all children. Handwriting and spelling are also taught within the school day to ensure it applied within English and across the wider curriculum.

Each unit provides children with opportunities for scaffolded and independent writing to ensure they can put skills and knowledge learnt into practice.

Sequence of Learning

Creating interest

Each unit should start with a hook to introduce and engage the children to the new unit. Children should be encouraged to make connections with prior learning, whilst questioning what they will learn within the new unit.

Reading (Responding and Analysing)

Children should be exposed to high quality texts linked to the unit's genre. They should be given opportunities to explore features, vocabulary, language, audience, and purpose of a given genre.

Children should be exposed to scaffolded writing and short writing opportunities to inform the innovative process later in the writing phase.

Gathering Content

Short writing opportunities, character building and research are key components of the gathering content phase. Learning during this phase should inform final writing outcomes.

Scaffolded writing is important during this phase to ensure skills are applied to writing effectively and that writing is closely linked to the given genre.

Planning

Teachers model how to effectively plan for a final outcome e.g. story maps, story mountains, planning templates etc. This will encourage children to use a plan before writing independently.

Writing/Presentation

Once children have had support through scaffolded writing, they must be given opportunities to write independently to show their understanding of the genre and application of grammar skills. Handwriting and spelling are also crucial elements within this stage.

Children's writing will be assessed to show the children's understanding of what has been taught.

SEND

Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support is outlined and reviewed through the child's EHCP and/ or Pupil Overview of Provision (POP).

We recognise that children who have a SEND may require support within English lessons. Lessons and objectives will be adapted to meet the needs of each individual child and support given through adult support, additional adults or peer support.

Values

Compassionate

Hardworking

Resilient

Inviting

Successful

Teamwork

Prior Learning links	Where appropriate, children should be given opportunities to practice skills previously learnt and recap their knowledge of genres through short writing opportunities. Vocabulary have previous units and across the curriculum should be recapped to ensure it is used where appropriate. The curriculum map outlines genre coverage to ensure staff know what children have previously learnt. The wider curriculum also provides prior learning which can support their learning with English.
Assessment	In English, we expect that informal, formative assessment is carried out in each lesson. Each unit should result in at least two writing outcomes to ensure children are given multiple opportunities to showcase what they have learnt. Scaffolded and independent writing should be planned prior to undertaking the unit to ensure appropriate coverage.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
English key vocabulary from National Curriculum/ Development matters	Rhyme, rhythms, tunes, tempo, blend, segment, grapheme, phoneme, sound, sentence, word, capital, full stop and finger space.	Sentence, word, capital letter, full stop, question mark, exclamation mark, pluralise, suffix, prefix, conjunction, letter, punctuation and singular	Compound, commas, apostrophes, verbs, past tense, present tense, suffixes, nouns, noun-phrases, adverbs, adjectives, statement, question, exclamation, command, compound subordination, conjunction and homophone.	Subordinate clause, clause, conjunctions, prepositions, inverted commas, direct speech, speech marks, consonant, vowel, word families, prefixes, suffixes	Fronted adverbials, pronouns, possessive pronouns, Standard English, prefixes, suffixes, homophones and irregular plural apostrophe	Ambiguity, modal verbs, brackets, dashes, parenthesis, silent letters, prefixes and suffixes	Ellipsis, colons, semi-colons, synonyms, antonyms, hyphens, punctuate bullet points, subject, object, active and passive.
Non-negotiables for Writing	<ul style="list-style-type: none"> ✓ Show preference for a dominant hand ✓ Use a comfortable grip with good control ✓ Write name with correct upper and lower case ✓ Use correct letter formation for familiar words ✓ Recognise capital letters and full stops ✓ Orally rehearses sentences 	<ul style="list-style-type: none"> ✓ Rehearse sentences aloud before writing ✓ Use phonics to segment ✓ Finger spaces between words ✓ Capitals for start of a sentence and personal pronoun ✓ Full stops <p>Handwriting and presentation in line with school policy</p>	<p>As previous and:</p> <ul style="list-style-type: none"> ✓ Capitals for names, places, days and months ✓ Question and exclamation marks ✓ Correct spelling of common exception words ✓ Proofread for errors <p>Handwriting and presentation in line with school policy</p>	<p>As previous and:</p> <ul style="list-style-type: none"> ✓ Commas in a list ✓ Commas for subordinate clauses ✓ Correct use of determiners 'a' and 'an' ✓ Correct spelling of taught spelling patterns including apostrophes for possession and contraction ✓ Handwriting and presentation in line with school policy 	<p>As previous and:</p> <ul style="list-style-type: none"> ✓ Commas to mark clauses and after fronted adverbials ✓ Correct use of inverted commas ✓ Correct use of Standard English verb inflections ✓ Paragraphs to organise ✓ Correct spellings of Y3/4 list <p>Handwriting and presentation in line with school policy</p>	<p>As previous and:</p> <ul style="list-style-type: none"> ✓ Variety of sentence structures ✓ Proofread for: spelling, grammar, punctuation, tense, subject/verb agreement ✓ Correct spelling of Y5/6 list ✓ Handwriting and presentation in line with school policy 	

Poetry coverage Other poetry types may be explored to fit different units.	➤ Rhymes ➤ Acrostics	➤ Acrostics ➤ Shape poems/Calligrams ➤ Riddles	➤ Diamantes ➤ Haikus ➤ Free Verse	➤ Clerihews ➤ Limericks ➤ Free Verse	➤ Kenning Poems ➤ Tetractys ➤ Free Verse	➤ Haikus ➤ Senryms ➤ Free Verse	➤ Ottava Rima ➤ Lambic Pentameter ➤ Free Verse
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Genre types: Fiction, Narrative, Poetry, Recount, Report, Discussion, Explanation, Persuasion and Instruction								
Autumn I	Genre:	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		Superheroes	Narrative Non-fiction - Non-chronological reports (Penguins, Possums and Pigs Unit)	Narrative Non-fiction - Information text (Bridging Unit)	Narrative Non-fiction Information leaflet/guide (Bridging Unit)	Non-fiction-Information text (Bridging Unit)	Narrative Non-chronological report (Bridging Unit)	Narrative (Bridging Unit)
	Reading Spine:	➤ Super Daisy ➤ Michael Recycle ➤ Traction Man ➤ Superhero ABC ➤ Charlie's Superhero underpants	➤ Lost and Found ➤ Up and Down ➤ Links to penguins or other Antarctic animals	➤ The Way Home for Wolf ➤ Little Red Riding Hood ➤ Examples of wanted posters, newspapers and magazines	➤ A Bear called Paddington ➤ London texts linked to Paddington Bear ➤ Information leaflets from places the children have visited.	➤ The True Story of the Loch Ness Monster ➤ Nessie ➤ Behind the Legend	➤ The Lion, The Witch and The Wardrobe ➤ Various non-chronological reports on mythical creatures.	➤ The Nowhere Emporium ➤ The Elsewhere Emporium ➤ Harry Potter
	Key Knowledge and Skills: Cohort specific GPS focuses to be taken from KLIPS/LAPS Children explore knowledge of the genre's features, purpose, audience and language.	✓ Write their name clearly ✓ Hold a pencil correctly ✓ Phonics knowledge for words, labels and captions ✓ Retell fiction texts through play ✓ Learn new vocabulary ✓ Circulate their ideas in well-formed sentences.	✓ Orally compose/read sentences ✓ Capitals and full stops ✓ Conjunction - and	✓ Punctuation: capitals, full stops, commas for lists, exclamation and question marks ✓ Proof reading ✓ Singular and plural	✓ Subordination for commas to demarcate commas ✓ Conjunctions ✓ Noun phrases ✓ Vocabulary ✓ Inverted commas ✓ Statements, questions and exclamations ✓ Compound words ✓ Determiners	✓ Punctuation ✓ Conjunctions ✓ Subordination for time ✓ Commas to mark clauses ✓ Paragraphs ✓ Past tense	✓ Fronted adverbials/ adverbial phrases/ noun phrases ✓ Brackets for parenthesis ✓ Expanded noun phrases ✓ Inverted commas ✓ Blend action, dialogue and description ✓ Appropriate structure, vocabulary and grammar	✓ Relative clauses ✓ Sentence openers – ing/simile ✓ Cohesive devices ✓ Blend action, dialogue and description ✓ Manipulate sentences for effect ✓ Commas to clarify meaning ✓ Proofread

	Outcomes: (Weekly short writing opportunities chosen as necessary) NNS/Phonics:	Letter formation List writing Simple captions/labels	Narrative based on a model text Information poster Poem	Narrative based on a model text Diary Poster Information text	Narrative based on a model text Information leaflet/guide	Information text Discussion	Narrative Non-Chronological report (mythical creatures)	Narrative based on a model text List poem Diary
		S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f, ff, l, ll	Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe	➤ Homophones ➤ polysyllables ➤ 'l' common exception words	➤ Suffixes es, er, ed, ing ➤ Prefix dis, un ➤ Rarer GPCs ➤ Homophones	➤ Statutory word list ➤ Word endings ➤ Possessive apostrophe ➤ Homophones	➤ Ough ➤ Silent letters ➤ Etymology ➤ Able, ible ➤ Homophones	➤ Statutory word list ➤ Able, ible, ably, ibly ➤ Fer
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 2	Genre:	Fireworks and Celebrations	Narrative: Repetitive patterned stories Poetry -Poems on a theme (Talk 1)	Narrative: Stories in a familiar setting Recount: letters Non-fiction: Non-Chronological report - Information leaflet The Place Where I Live Unit)	Narrative - Folk tales Non-fiction – Recount: letters Instructions	Narrative -Fairy tales (The Great Plague Unit)	Narrative- Legends (Talk 5)	Non-Fiction: Recount -Biography (Talk 6 Unit)
	Reading Spine:	➤ Non-fiction texts based on bonfire night, Diwali, Hanukkah and carnivals ➤ Nativity story ➤ Have you filled your boots? ➤ Handa's surprise	➤ Supertato ➤ Supertato – Veggies Assemble ➤ Supertato – Carnival ➤ Catatro-pea ➤ Supertato- Run Veggies, run! ➤ Supertato-Evil Pea rules	➤ Jolly Postman ➤ Great fire of London	➤ Greenling by Levi Pinfold ➤ The Green Children of Wolf Pit – website ➤ The Green Children by Kevin Crossley-Holland	➤ Pied Piper ➤ The Princess and the Pea	➤ The Invisible Warrior ➤ The Medicine Man ➤ Yee Ho Waah ➤ Child of Water and Little Blue Rock	➤ Walt Disney ➤ William Shakespeare ➤ Steven Spielberg ➤ Torvill and Dean ➤ Thomas Edison
	Key Knowledge and Skills: Cohort specific GPS focuses to be taken from KLIPS/LAPS Children explore knowledge of the genre's	✓ Letter formation ✓ Write simple words, labels and captions ✓ Write their own information texts and retell stories. ✓ Write tricky words (I, me, my, like, to, the)	✓ Add suffixes ✓ Singular and plural ✓ Proofreading capitals and full stops ✓ Question and exclamation marks ✓ Prefixes ✓ Using and to join sentences	✓ Subordination for time ✓ Statements, questions and exclamation sentences ✓ Proofread for errors	✓ Commas to demarcate clauses ✓ Complex sentences using a range of conjunctions ✓ Inverted commas ✓ Determiners	✓ Fronted adverbials ✓ Commas to mark clauses ✓ Inverted commas ✓ Noun Phrases	✓ Expanded noun phrases ✓ Relative clauses with relative pronoun ✓ Action, dialogue and description within a paragraph ✓ Ing/ed openings	✓ Formal/informal language ✓ Cohesive/organisational devices for structure ✓ Sentence openers ✓ Relative clauses ✓ Manipulate sentences

	features, purpose, audience and language.							
	Outcomes:	Recount Name writing Story scribing Letter writing Labels using CVC, CVCC and CCVC words.	Poem Instructions Innovated narrative based on a model text	Letters Innovated narrative based on a model text Non-Chronological Report – information leaflet (Computing outcome)	Innovated folk tale based on a model text Recount: Letter in role Instructions	Innovated narrative based on a model text Interview a character	Innovated legend based on a model text Character description Diary	Biography independent and cross-curricular Job advert or letter of application
	NNS/ Phonics:	J, v, w, x, y, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa	Au, ey, a-e, e-e, i-e, o-e, u-e, c, y, al	<ul style="list-style-type: none"> ➤ Common exception words ➤ Phase 5 ➤ Homophones ➤ Alternative sounds 	<ul style="list-style-type: none"> ➤ Homophones ➤ Prefixes and suffixes ➤ Statutory word list/Alternative sounds 	<ul style="list-style-type: none"> ➤ Statutory word list ➤ Prefixes in, il, im and ir ➤ Ei, eigh or ey ➤ Suffixes 	<ul style="list-style-type: none"> ➤ Plurals s, es, ies ➤ Hyphen ➤ Statutory/ personal spelling list ➤ Morphemes 	<ul style="list-style-type: none"> ➤ Ce, se ➤ Cious, tious
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Spring I	Genre:	Dinosaurs and Dragons	Narrative – familiar settings Diary (The Great Outdoors Unit)	Narrative -Traditional tales with a twist Instruction writing (Fighting Fit Unit)	Narrative -novel as a theme (Talk 3 – school choice)	Poetry - Classic narrative Newspapers (The Great Plague Unit)	Narrative -Historical settings/ Play Scripts (Food Glorious Food Unit)	Integrated unit - Classic fiction narrative, formal letters, classic poetry or songs/lyrics (Talk 6 Unit)
	Reading Spine:	<ul style="list-style-type: none"> ➤ Dinosaurs love underpants ➤ The Great Race ➤ Dragon in a Wagon 	<ul style="list-style-type: none"> ➤ Goat and Donkey in the Great Outdoors 	<ul style="list-style-type: none"> ➤ The True Story of the Three Little Pigs ➤ Red Riding Hood and the Sweet Wolf ➤ Prince Cinders 	<ul style="list-style-type: none"> ➤ Iron man 	<ul style="list-style-type: none"> ➤ Custard the Dragon ➤ Adventures of Isabel ➤ Matilda ➤ The Jumblies 	<ul style="list-style-type: none"> ➤ Oliver Twist ➤ Christmas Carol 	<ul style="list-style-type: none"> ➤ Wizard of Oz ➤ Mary Poppins ➤ Little Princess ➤ The Secret Garden ➤ Chitty Chitty Bang Bang
	Key Knowledge and Skills:	<ul style="list-style-type: none"> ✓ Applying phonic knowledge to constructing/substituting sentences ✓ Using adjectives to describe ✓ Use rhyming words in sentences ✓ Instructional language <p>Cohort specific GPS focuses to be taken from KLIPS/LAPS</p> <p>Children explore knowledge of the genre's</p>	<ul style="list-style-type: none"> ✓ Capitals and full stops ✓ Add suffixes to verbs ✓ Question marks ✓ Use 'and' to join ideas 	<ul style="list-style-type: none"> ✓ Conjunctions ✓ Past tense ✓ Commas ✓ Verb use ✓ Proofread 	<ul style="list-style-type: none"> ✓ Skills identified as areas of development 	<ul style="list-style-type: none"> ✓ Noun Phrases ✓ Pronouns ✓ Formal language 	<ul style="list-style-type: none"> ✓ Complex sentences with ing openers ✓ Noun phrases 	<ul style="list-style-type: none"> ✓ Synonyms/antonyms ✓ Language techniques (figurative language, personification etc.) ✓ Dialogue to advance the action ✓ Formal/informal language

	features, purpose, audience and language.							
	Outcomes: (Weekly short writing opportunities chosen as necessary)	Sentence writing Instructions Recipes Rhymes	Narrative based on a familiar setting Diary (place they have/would like to visit)	Narrative based on an innovated traditional tale Instructions (playground game)	Narrative based on a model text Diary	Classic Narrative Poetry Newspaper	Narrative (historical setting) Discussion (Victorians workhouse or presentation e.g., is Fagin a hero or villain?) Playscript scene	Wizard of Oz innovated plot Poetry (weather based)
	NNS/ Phonics:	Ar,ur, oo, or, ow, oi, ear, air, ure, er	Ar, a, ee, e, igh, l y, oa, o, a, oo, u, c, ch, sh, e, ea, ur, or, ear, ou, ie, v, ve, air, are, ere, tch	➤ Alternative sounds ➤ Adding endings – ing, ed, er, est ➤ Homophones	➤ Suffixes – ness, ful, less, ly ➤ Prefix – sub and tele ➤ Statutory word list/personal ➤ Alternative sounds	➤ Alternative sound ➤ Statutory/personal list ➤ Word endings ➤ Homophones	➤ Possession ➤ Rare GPCs ➤ Ably, ibly ➤ Homophones	➤ Ough ➤ Cial, tial
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Spring 2	Genre:	Once upon a Time	Non-fiction - Information Booklet Narrative - Classic/Poetry (Talk 1 Unit)	Narrative -Adventure stories by the same Author – Simon Barton Non-fiction Recount – Newspaper report (Explorers Unit)	Non-fiction – Information texts/books	Narrative -Issues and dilemma Persuasive advert (Art of Food Unit)	Narrative -Science Fiction (Talk 5 Unit)	Integrated unit -Older Literature as a theme (Talk 6 Unit) (Choose from R&J menu)
	Reading Spine:	➤ Three Little Pigs ➤ Hansel and Gretel ➤ Goldilocks ➤ Little Red Riding Hood ➤ Three Billy Goats Gruff	➤ Author focus Debi Gilori ➤ No Matter What ➤ The Tobermory Cat ➤ What's the time Mr Wolf ➤ The Tale of Peter Rabbit series	➤ Man on the Moon ➤ Right Royal Disaster ➤ Neil Armstrong moon landing	➤ Horrible histories: Rotten Romans by Levi Deary ➤ Ancient Roman by DK Eyewitness ➤ 1066 and Before That – History Poems	➤ The Balclava Boys in The Fib ➤ A Matter of Loaf and Death – Wallace and Gromit ➤ Bill's New Frock Range of persuasive adverts (see unit plan)	➤ George's Secret Key to the Universe ➤ E.T. ➤ Cosmic ➤ Apollo 19 ➤ Dr Xargle's series	➤ Romeo and Juliet
	Key Knowledge and Skills: Cohort specific GPS focuses to be	✓ Use phonics to make plausible attempts at words ✓ Finger spaces ✓ Rhyming and alliteration ✓ Practise spelling tricky words and	✓ Capital letters for names ✓ Use the joining word 'and' and 'but' ✓ Pronoun 'I' ✓ Question marks ✓ Er and est to adjectives	✓ Apostrophes for contracted forms ✓ Subordination for time/time adverbials ✓ Subordination for reason ✓ Present tense ✓ Proofread	✓ Complex sentences using a range of conjunctions ✓ Main and subordinate clauses ✓ Commas to demarcate sentences	✓ Adverb starters ✓ Inverted commas ✓ Paragraphs ✓ Pronouns	✓ Similes ✓ Expanded noun phrases ✓ Blend action, dialogue and description ✓ Relative clauses ✓ Figurative language ✓ Punctuation for effect	✓ Formal/informal ✓ Dialogue ✓ Select appropriate vocabulary, language and structure ✓ Sentence openers

	taken from KLIPS/LAPS Children explore knowledge of the genre's features, purpose, audience and language.	✓ applying phonic knowledge Form lower case and upper-case letters						
	Outcomes: (Weekly short writing opportunities chosen as necessary)	Acrostic poems Character descriptions	Information booklet Narrative based on a model text Poem	Narrative based on a model text Non-chronological report	Tri-fold information leaflets about Roman Britain	Innovated poem Narrative based on a model issue or dilemma text Persuasive advert/leaflet	Narrative based on a plot Newspaper report Poems with a structure	Free-verse poetry/ Songs and Lyrics (Love story, Taylor Swift) Recount (diaries, newspaper or letters) Narrative (cartoons, storyboards, discussion) Persuasion (adverts)
	NNS/ Phonics:	Review previously sounds	i/g, j/ge, j/dge, s/st, a/ce/se, n/gn/kn, m/mb, z/se/ze, sh/ti/tion, ar, al or, augh, sh, ss, zh, si,	➤ Alternative sounds ➤ Homophones ➤ Possessive apostrophe ➤ Adding suffixes – ful, less and ly ➤ Contractions	➤ Prefixes – super, auto ➤ Statutory/personal ➤ Homophones ➤ Alternative sound	➤ Prefixes – anti, inter ➤ Alternative ending sounds ➤ Statutory/personal list	➤ Statutory list ➤ Homophones ➤ Root words ➤ Ei, ie	➤ Homophones
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Summer 1	Genre:	It's Alive!	Narrative -Stories with fantasy settings Poetry -Poems to learn by heart (Robots Unit)	Integrated Unit – story as a theme Aladdin (Last Push Pack) Story to be used for school to use a variety of skills across a range of genres.	Narrative – story as a theme	Narrative: classic Non-chronological report (Passport to Europe Unit)	Narrative: Novel as a theme – diary, letters, internal monologue, summary and prediction Non-fiction: Magazine (Inventors and Inventions Unit)	Integrated Unit -Novel as a theme (Talk 6 Unit/Last Push Pack) Novel to be used for school to use a variety of skills across a range of genres.
	Reading Spine:	➤ Jasper's Beanstalk ➤ Percy the Park Keeper ➤ We are going on a Bear Hunt ➤ Hungry Caterpillar ➤ Dear Zoo	➤ No-Bot ➤ The Three Little Aliens and the Big Bad Robot ➤ I'm a little Robot ➤ My Robot Poem ➤ Robot Rumpus	➤ Aladdin (different versions including film)	➤ Horrible histories: Rotten Romans by Levi Deary ➤ Ancient Roman by DK Eyewitness ➤ 1066 and Before That – History Poems	➤ Gulliver's Travels ➤ The Dancing Bear ➤ Clockwork ➤ Planet Earth	➤ The Invention of Hugo Cabret ➤ The Invention of Hugo Cabret website (here). ➤ Small Change for Stuart ➤ Adventures of Professor Branestawm (here). ➤ National Geographic KiDS Magazine (more information from	➤ Wonder ➤ Katie Piper biography

	<p>Key Knowledge and Skills:</p> <p>Cohort specific GPS focuses to be taken from KLIPS/LAPS</p> <p>Children explore knowledge of the genre's features, purpose, audience and language.</p>	<ul style="list-style-type: none"> ✓ Practise spelling tricky words and applying phonic knowledge of sounds taught ✓ Writing captions and labels ✓ Short sentences for story maps 	<ul style="list-style-type: none"> ✓ Capitals and full stops ✓ Joining words (conjunctions) to join ideas ✓ Pluralise nouns ✓ Question marks and exclamation marks 	<ul style="list-style-type: none"> ✓ Noun phrases ✓ Coordination ✓ Subordination – because, if, and/or ✓ Tenses ✓ Sentence types ✓ TAF coverage 	<ul style="list-style-type: none"> ✓ Adverbials ✓ Fronted adverbials ✓ Prepositions 	<ul style="list-style-type: none"> ✓ Fronted adverbials for where ✓ Standard verb inflections ✓ Standard English – is and are 	<p>the NG Kids website (here).</p> <ul style="list-style-type: none"> ✓ Complex sentences using relative clauses ✓ Blend action, dialogue and description ✓ Effective grammar, punctuation and vocabulary 	<ul style="list-style-type: none"> ✓ TAF coverage
	<p>Outcomes: (Weekly short writing opportunities chosen as necessary)</p>	<p>Captions and labels</p> <p>Story maps</p>	<p>Narrative based on a fantasy robot</p> <p>Poem recital</p> <p>Recount (possible extra unit)</p>	<p>Setting description</p> <p>Diary entries in role</p> <p>Poetry</p> <p>Persuasive letter</p> <p>Persuasive poster</p> <p>Narrative – an additional chapter in the story.</p>	<p>Narrative historical stories</p>	<p>Narrative based on a plot structure</p> <p>Information poster</p>	<p>A short narrative or chapter for a novel about an invention.</p> <p>Magazine page</p>	<p>Narrative</p> <p>Biographies</p> <p>Songs/lyrics</p> <p>Genres previously covered can be used as short writing opportunities</p>
	<p>NNS/ Phonics:</p>	<p>Review previous sounds, CCVC, CCVCC, CCCVC, CCCVCC</p>	<p>Review previous sounds</p>	<ul style="list-style-type: none"> ➤ Adding endings – ing, ed, er and est ➤ Suffixes – ment, ness ➤ Possessive ‘ 	<ul style="list-style-type: none"> ➤ Recap suffixes ➤ Statutory word list ➤ Rare GPCs ➤ Vowel digraphs 	<ul style="list-style-type: none"> ➤ Alternative sounds ➤ Ending sounds ➤ Apostrophes for possession ➤ Homophones 	<ul style="list-style-type: none"> ➤ Statutory/personal spelling lists ➤ Morphological/eyt mological ➤ Homophones 	<ul style="list-style-type: none"> ➤ Ence, ent, ency ➤ Homophones
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Summer 2	<p>Genre:</p>	<p>At the Seaside</p>	<p>Integrated Unit</p> <p>Non-fiction– Information, Instructions and Persuasion</p> <p>Narrative – familiar settings</p> <p>Traditional Songs and Rhymes</p> <p>(Talk 1: How to Train a Train Unit)</p>	<p>Narrative – classic stories</p> <p>(Wind in the Willow Unit)</p> <p>Non-fiction</p> <p>Explanation texts</p> <p>(Buckets and Spades Unit)</p>	<p>Integrated Unit – Poetry based</p>	<p>Non-fiction – Discussion (debate)</p> <p>(Hunted unit)</p>	<p>Integrated Unit -Classic poetry (Talk 5 Unit)</p>	<p>Integrated Unit -Novel as a theme (Talk 6 Unit/Last Push Pack)</p> <p>Novel to be used for school to use a variety of skills across a range of genres.</p>

	Reading Spine:	<ul style="list-style-type: none"> ➤ Sharing a Shell ➤ Lighthouse Keeper's Lunch ➤ The Fish who could wish ➤ Pirates love underpants ➤ Rainbow fish ➤ Pirate Cruncher 	<ul style="list-style-type: none"> ➤ How to Train a Train 	<ul style="list-style-type: none"> ➤ Wind in the Willows 	<ul style="list-style-type: none"> ➤ The Spider and the Fly 	<ul style="list-style-type: none"> ➤ Texts on a given topic e.g. hunting, zoos, human rights, uniform etc. 	<ul style="list-style-type: none"> ➤ Jabberwocky 	<ul style="list-style-type: none"> ➤ Wonder ➤ Katie Piper biography
	Key Knowledge and Skills: Cohort specific GPS focuses to be taken from KLIPS/LAPS Children explore knowledge of the genre's features, purpose, audience and language.	<ul style="list-style-type: none"> ✓ Practise spelling tricky words and applying phonic knowledge of sounds taught ✓ Capital letters, full stops and finger spaces ✓ Use of adjectives 	<ul style="list-style-type: none"> ✓ Capitals and full stops ✓ Use 'or' to join ideas and 'but' 	<ul style="list-style-type: none"> ✓ Subordination for time ✓ Adverbs ✓ Subordination for reason ✓ Proofread for grammatical errors 	<ul style="list-style-type: none"> ✓ Inverted commas ✓ Adverbs 	<ul style="list-style-type: none"> ✓ Standard English ✓ Verb inflections ✓ Paragraphs ✓ Commas in complex sentences ✓ Formal language 	<ul style="list-style-type: none"> ✓ Relative clauses with relative pronouns and commas ✓ Synonyms and antonyms ✓ Cohesive devices ✓ Blend action, dialogue and description 	TAF coverage
	Outcomes: (Weekly short writing opportunities chosen as necessary)	Narrative Innovate familiar texts Character description	Information text (looking after pets) Information tv transcript (trains) Instructions (trapping a train) Persuasion Narrative based on a film	Narrative based on an animal adventure Explanation text – based on a trip	Narrative stories inspired by poetry Persuasive letters	Formal debate Discussion text based on a key issue	Classic Narrative Poetry Letters Narrative actions/retell	Narrative Biographies Songs/lyrics Genres previously covered can be used as short writing opportunities
	NNS/ Phonics:	Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c	s/sc, n/ne, g/gh, g/gu, u/ou, f/gh, o/ou, u/oo, h/wh, ee/ei, oa/ough, ur/our, ur/re, t/te, or/ar, or/oar, or/oor	<ul style="list-style-type: none"> ➤ Homophones ➤ Alternative sounds ➤ Common exception words 	<ul style="list-style-type: none"> ➤ Ou ➤ Statutory word list ➤ Homophones 	<ul style="list-style-type: none"> ➤ Suffix - ous, ly ➤ Prefix – un, dis, in, re, sub, inter, super, anti, auto 	<ul style="list-style-type: none"> ➤ Proofreading ➤ Suffixes ➤ Homophones ➤ Statutory/personal list 	<ul style="list-style-type: none"> ➤ Statutory word list ➤ Homophones