



**St Augustine of Canterbury R.C Primary School**  
**English Coverage 2022-2023**

*Christus Heri, Hodie, Semper*



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>English key vocabulary from national curriculum/ Development matters</b>	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.
<b>Non-negotiables for Writing</b>	<ul style="list-style-type: none"> <li>✓ Show preference for a dominant hand</li> <li>✓ Use a comfortable grip with good control</li> <li>✓ Write name with correct upper and lower case</li> <li>✓ Use correct letter formation for familiar words</li> <li>✓ Recognise capital letters and full stops</li> <li>✓ Orally rehearses sentences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Rehearse sentences aloud before writing</li> <li>✓ Use phonics to segment</li> <li>✓ Finger spaces between words</li> <li>✓ Capitals for start of a sentence and personal pronoun</li> <li>✓ Full stops</li> <li>✓ Handwriting and presentation in line with school policy</li> </ul>	<p>As previous and:</p> <ul style="list-style-type: none"> <li>✓ Capitals for names, places, days and months</li> <li>✓ Question and exclamation marks</li> <li>✓ Correct spelling of common exception words</li> <li>✓ Proofread for errors</li> <li>✓ Handwriting and presentation in line with school policy</li> </ul>	<p>As previous and:</p> <ul style="list-style-type: none"> <li>✓ Commas in a list</li> <li>✓ Commas for subordinate clauses</li> <li>✓ Correct use of determiners 'a' and 'an'</li> <li>✓ Correct spelling of taught spelling patterns including apostrophes for possession and contraction</li> <li>✓ Handwriting and presentation in line with school policy</li> </ul>	<p>As previous and:</p> <ul style="list-style-type: none"> <li>✓ Commas to mark clauses and after fronted adverbials</li> <li>✓ Correct use of inverted commas</li> <li>✓ Correct use of Standard English verb inflections</li> <li>✓ Paragraphs to organise</li> <li>✓ Correct spellings of Y3/4 list</li> <li>✓ Handwriting and presentation in line with school policy</li> </ul>	<p>As previous and:</p> <ul style="list-style-type: none"> <li>✓ Variety of sentence structures</li> <li>✓ Proofread for: spelling, grammar, punctuation, tense, subject/verb agreement</li> <li>✓ Correct spelling of Y5/6 list</li> <li>✓ Handwriting and presentation in line with school policy</li> </ul>	
<b>Poetry coverage</b> Other poetry types may be explored to fit different units.	<ul style="list-style-type: none"> <li>➤ Rhymes</li> <li>➤ Acrostics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Acrostics</li> <li>➤ Shape poems/Calligrams</li> <li>➤ Riddles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Diamantes</li> <li>➤ Haikus</li> <li>➤ Free Verse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clerihews</li> <li>➤ Limericks</li> <li>➤ Free Verse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Kenning Poems</li> <li>➤ Tetractys</li> <li>➤ Free Verse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Haikus</li> <li>➤ Senryms</li> <li>➤ Free Verse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ottava Rima</li> <li>➤ Lambic Pentameter</li> <li>➤ Free Verse</li> </ul>

Genre types: Fiction, Narrative, Poetry, Recount, Report, Discussion, Explanation, Persuasion and Instruction

		EFYS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Autumn 1</b>	<b>Genre:</b>	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)
	<b>Reading Spine:</b>	<ul style="list-style-type: none"> <li>➤ Super Daisy</li> <li>➤ Michael Recycle</li> <li>➤ Traction Man</li> <li>➤ Superhero ABC</li> <li>➤ Charlie's Superhero underpants</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lost and Found</li> <li>➤ Up and Down</li> <li>➤ Links to penguins or other Antarctic animals</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Way Home for Wolf</li> <li>➤ Little Red Riding Hood</li> <li>➤ Examples of wanted posters, newspapers and magazines</li> </ul>	<ul style="list-style-type: none"> <li>➤ A Bear called Paddington</li> <li>➤ London texts linked to Paddington Bear</li> <li>➤ Information leaflets from places the children have visited.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The True Story of the Loch Ness Monster</li> <li>➤ Nessie</li> <li>➤ Behind the Legend</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Lion, The Witch and The Wardrobe</li> <li>➤ Various non-chronological reports on mythical creatures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Nowhere Emporium</li> <li>➤ The Elsewhere Emporium</li> <li>➤ Harry Potter</li> </ul>
	<b>Suggested Key Skills:</b> (Cohort specific GPS focuses to be taken from KLIPS)  See half termly overview for reading skills	<ul style="list-style-type: none"> <li>✓ Write their name clearly</li> <li>✓ Hold a pencil correctly</li> <li>✓ Phonics knowledge for words, labels and captions</li> <li>✓ Retell fiction texts through play</li> <li>✓ Learn new vocabulary</li> <li>✓ Circulate their ideas in well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Orally compose/read sentences</li> <li>✓ Capitals and full stops</li> <li>✓ Conjunction - and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Punctuation: capitals, full stops, commas for lists, exclamation and question marks</li> <li>✓ Proof reading</li> <li>✓ Singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>✓ Subordination for commas to demarcate commas</li> <li>✓ Conjunctions</li> <li>✓ Noun phrases</li> <li>✓ Vocabulary</li> <li>✓ Inverted commas</li> <li>✓ Statements, questions and exclamations</li> <li>✓ Compound words</li> <li>✓ Determiners</li> </ul>	<ul style="list-style-type: none"> <li>✓ Punctuation</li> <li>✓ Conjunctions</li> <li>✓ Subordination for time</li> <li>✓ Commas to mark clauses</li> <li>✓ Paragraphs</li> <li>✓ Past tense</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fronted adverbials/ adverbial phrases/ noun phrases</li> <li>✓ Brackets for parenthesis</li> <li>✓ Expanded noun phrases</li> <li>✓ Inverted commas</li> <li>✓ Blend action, dialogue and description</li> <li>✓ Appropriate structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>✓ Relative clauses</li> <li>✓ Sentence openers – ing/simile</li> <li>✓ Cohesive devices</li> <li>✓ Blend action, dialogue and description</li> <li>✓ Manipulate sentences for effect</li> <li>✓ Commas to clarify meaning</li> <li>✓ Proofread</li> </ul>
	<b>Outcomes:</b> (Weekly short writing opportunities chosen as necessary)	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
	<b>NNS/ Phonics:</b>	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	<ul style="list-style-type: none"> <li>➤ Homophones</li> <li>➤ polysyllables</li> <li>➤ 'l' common exception words</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suffixes es, er, ed, ing</li> <li>➤ Prefix dis, un</li> <li>➤ Rarer GPCs</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Statutory word list</li> <li>➤ Word endings</li> <li>➤ Possessive apostrophe</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ough</li> <li>➤ Silent letters</li> <li>➤ Etymology</li> <li>➤ Able, ible</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Statutory word list</li> <li>➤ Able, ible, ably, ibly</li> <li>➤ Fer</li> </ul>

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Autumn 2</b>	<b>Genre:</b>	Fireworks and Celebrations	<b>Narrative: Repetitive patterned stories</b> <b>Poetry -Poems on a theme</b> (Talk 1)	<b>Narrative: Stories in a familiar setting</b> <b>Recount: letters</b> <b>Non-fiction: Non-Chronological report - Information leaflet</b> The Place Where I Live Unit)	<b>Narrative - Folk tales</b> Non-fiction – <b>Recount: letters</b> Instructions	<b>Narrative -Fairy tales</b> (The Great Plague Unit)	<b>Narrative- Legends</b> (Talk 5)	<b>Non-Fiction: Recount -Biography</b> (Talk 6 Unit)
	<b>Reading Spine:</b>	<ul style="list-style-type: none"> <li>➤ Non-fiction texts based on bonfire night, Diwali, Hanukkah and carnivals</li> <li>➤ Nativity story</li> <li>➤ Have you filled your boots?</li> <li>➤ Handa's surprise</li> </ul>	<ul style="list-style-type: none"> <li>➤ Supertato</li> <li>➤ Supertato – Veggies Assemble</li> <li>➤ Supertato – Carnival</li> <li>➤ Catatro-pea</li> <li>➤ Supertato- Run Veggies, run!</li> <li>➤ Supertato-Evil Pea rules</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jolly Postman</li> <li>➤ Great fire of London</li> </ul>	<ul style="list-style-type: none"> <li>➤ Greenling by Levi Pinfold</li> <li>➤ The Green Children of Wolf Pit – website</li> <li>➤ The Green Children by Kevin Crossley-Holland</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pied Piper</li> <li>➤ The Princess and the Pea</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Invisible Warrior</li> <li>➤ The Medicine Man</li> <li>➤ Yee Ho Waah</li> <li>➤ Child of Water and Little Blue Rock</li> </ul>	<ul style="list-style-type: none"> <li>➤ Walt Disney</li> <li>➤ William Shakespeare</li> <li>➤ Steven Spielberg</li> <li>➤ Torvill and Dean</li> <li>➤ Thomas Edison</li> </ul>
	<b>Suggested Key Skills:</b> (Cohort specific GPS focuses to be taken from KLIPS)  See half termly overview for reading skills	<ul style="list-style-type: none"> <li>✓ Letter formation</li> <li>✓ Write simple words, labels and captions</li> <li>✓ Write their own information texts and retell stories.</li> <li>✓ Write tricky words (I, me, my, like, to, the)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Add suffixes</li> <li>✓ Singular and plural</li> <li>✓ Proofreading capitals and full stops</li> <li>✓ Question and exclamation marks</li> <li>✓ Prefixes</li> <li>✓ Using and to join sentences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Subordination for time</li> <li>✓ Statements, questions and exclamation sentences</li> <li>✓ Proofread for errors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Commas to demarcate clauses</li> <li>✓ Complex sentences using a range of conjunctions</li> <li>✓ Inverted commas</li> <li>✓ Determiners</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fronted adverbials</li> <li>✓ Commas to mark clauses</li> <li>✓ Inverted commas</li> <li>✓ Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>✓ Expanded noun phrases</li> <li>✓ Relative clauses with relative pronoun</li> <li>✓ Action, dialogue and description within a paragraph</li> <li>✓ Ing/ed openings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal/informal language</li> <li>✓ Cohesive/organizational devices for structure</li> <li>✓ Sentence openers</li> <li>✓ Relative clauses</li> <li>✓ Manipulate sentences</li> </ul>
	<b>Outcomes:</b>	Recount Name writing Story scribing Letter writing Labels using CVC, CVCC and CCVC words.	<b>Poem</b> Instructions <b>Innovated narrative based on a model text</b>	<b>Letters</b> <b>Innovated narrative based on a model text</b> <b>Non-Chronological Report – information leaflet</b> (Computing outcome)	<b>Innovated folk tale based on a model text</b> <b>Recount: Letter in role</b> Instructions	<b>Innovated narrative based on a model text</b> <b>Interview a character</b>	<b>Innovated legend based on a model text</b> <b>Character description</b> <b>Diary</b>	<b>Biography independent and cross-curricular</b> Job advert or letter of application
	<b>NNS/ Phonics:</b>	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"> <li>➤ Common exception words</li> <li>➤ Phase 5</li> <li>➤ Homophones</li> <li>➤ Alternative sounds</li> </ul>	<ul style="list-style-type: none"> <li>➤ Homophones</li> <li>➤ Prefixes and suffixes</li> <li>➤ Statutory word list/Alternative sounds</li> </ul>	<ul style="list-style-type: none"> <li>➤ Statutory word list</li> <li>➤ Prefixes in, il, im and ir</li> <li>➤ Ei, igh or ey</li> <li>➤ Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plurals s, es, ies</li> <li>➤ Hyphen</li> <li>➤ Statutory/ personal spelling list</li> <li>➤ Morphemes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ce, se</li> <li>➤ Cious, tious</li> </ul>

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Spring I</b>	<b>Genre:</b>	Dinosaurs and Dragons	<b>Narrative – familiar settings</b> Diary (The Great Outdoors Unit)	Narrative -Traditional tales with a twist Instruction writing (Fighting Fit Unit)	<b>Narrative</b> -novel as a theme (Talk 3 – school choice)	<b>Poetry - Classic narrative</b> Newspapers (The Great Plague Unit)	<b>Narrative -Historical settings/ Play Scripts</b> (Food Glorious Food Unit)	Integrated unit - <b>Classic fiction narrative, formal letters, classic poetry</b> or <b>songs/lyrics</b> (Talk 6 Unit)
	<b>Reading Spine:</b>	<ul style="list-style-type: none"> <li>➤ Dinosaurs love underpants</li> <li>➤ The Great Race</li> <li>➤ Dragon in a Wagon</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goat and Donkey in the Great Outdoors</li> </ul>	<ul style="list-style-type: none"> <li>➤ The True Story of the Three Little Pigs</li> <li>➤ Red Riding Hood and the Sweet Wolf</li> <li>➤ Prince Cinders</li> </ul>	<ul style="list-style-type: none"> <li>➤ Iron man</li> </ul>	<ul style="list-style-type: none"> <li>➤ Custard the Dragon</li> <li>➤ Adventures of Isabel</li> <li>➤ Matilda</li> <li>➤ The Jumblies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Oliver Twist</li> <li>➤ Christmas Carol</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wizard of Oz</li> <li>➤ Mary Poppins</li> <li>➤ Little Princess</li> <li>➤ The Secret Garden</li> <li>➤ Chitty Chitty Bang Bang</li> </ul>
	<b>Suggested Key Skills:</b> (Cohort specific GPS focuses to be taken from KLIPS)  See half termly overview for reading skills	<ul style="list-style-type: none"> <li>✓ Applying phonic knowledge to constructing/substituting sentences</li> <li>✓ Using adjectives to describe</li> <li>✓ Use rhyming words in sentences</li> <li>✓ Instructional language</li> </ul>	<ul style="list-style-type: none"> <li>✓ Capitals and full stops</li> <li>✓ Add suffixes to verbs</li> <li>✓ Question marks</li> <li>✓ Use 'and' to join ideas</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conjunctions</li> <li>✓ Past tense</li> <li>✓ Commas</li> <li>✓ Verb use</li> <li>✓ Proofread</li> </ul>	<ul style="list-style-type: none"> <li>✓ Skills identified as areas of development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Noun Phrases</li> <li>✓ Pronouns</li> <li>✓ Formal language</li> </ul>	<ul style="list-style-type: none"> <li>✓ Complex sentences with ing openers</li> <li>✓ Noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>✓ Synonyms/antonyms</li> <li>✓ Language techniques (figurative language, personification etc.)</li> <li>✓ Dialogue to advance the action</li> <li>✓ Formal/informal language</li> </ul>
<b>Outcomes:</b> (Weekly short writing opportunities chosen as necessary)	Sentence writing Instructions Recipes Rhymes	<b>Narrative based on a familiar setting</b> Diary (place they have/would like to visit)	<b>Narrative based on an innovated traditional tale</b> Instructions (playground game)	<b>Narrative based on a model text</b> Diary	<b>Classic Narrative</b> Poetry Newspaper	<b>Narrative (historical setting)</b> Discussion (Victorians workhouse or presentation e.g., is Fagin a hero or villain?) Playscript scene	<b>Wizard of Oz innovated plot</b> Poetry (weather based)	
<b>NNS/ Phonics:</b>	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	<ul style="list-style-type: none"> <li>➤ Alternative sounds</li> <li>➤ Adding endings – ing, ed, er, est</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suffixes – ness, ful, less, ly</li> <li>➤ Prefix – sub and tele</li> <li>➤ Statutory word list/personal</li> <li>➤ Alternative sounds</li> </ul>	<ul style="list-style-type: none"> <li>➤ Alternative sound</li> <li>➤ Statutory/personal list</li> <li>➤ Word endings</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Possession</li> <li>➤ Rare GPCs</li> <li>➤ Ably, ibly</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ough</li> <li>➤ Cial, tial</li> </ul>	

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Spring 2</b>	<b>Genre:</b>	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)
	<b>Reading Spine:</b>	<ul style="list-style-type: none"> <li>➤ Three Little Pigs</li> <li>➤ Hansel and Gretel</li> <li>➤ Goldilocks</li> <li>➤ Little Red Riding Hood</li> <li>➤ Three Billy Goats Gruff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Author focus Debi Gilori</li> <li>➤ No Matter What</li> <li>➤ The Tobermory Cat</li> <li>➤ What's the time Mr Wolf</li> <li>➤ The Tale of Peter Rabbit series</li> </ul>	<ul style="list-style-type: none"> <li>➤ Man on the Moon</li> <li>➤ Right Royal Disaster</li> <li>➤ Neil Armstrong moon landing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Horrible histories: Rotten Romans by Levi Deary</li> <li>➤ Ancient Roman by DK Eyewitness</li> <li>➤ 1066 and Before That – History Poems</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Balaclava Boys in The Fib</li> <li>➤ A Matter of Loaf and Death – Wallace and Gromit</li> <li>➤ Bill's New Frock</li> </ul> Range of persuasive adverts (see unit plan)	<ul style="list-style-type: none"> <li>➤ George's Secret Key to the Universe</li> <li>➤ E.T.</li> <li>➤ Cosmic Apollo 19</li> <li>➤ Dr Xargle's series</li> </ul>	<ul style="list-style-type: none"> <li>➤ Romeo and Juliet</li> </ul>
	<b>Suggested Key Skills:</b> (Cohort specific GPS focuses to be taken from KLIPS)  See half termly overview for reading skills	<ul style="list-style-type: none"> <li>✓ Use phonics to make plausible attempts at words</li> <li>✓ Finger spaces</li> <li>✓ Rhyming and alliteration</li> <li>✓ Practise spelling tricky words and applying phonic knowledge</li> <li>✓ Form lower case and upper-case letters</li> </ul>	<ul style="list-style-type: none"> <li>✓ Capital letters for names</li> <li>✓ Use the joining word 'and' and 'but'</li> <li>✓ Pronoun 'I'</li> <li>✓ Question marks</li> <li>✓ Er and est to adjectives</li> </ul>	<ul style="list-style-type: none"> <li>✓ Apostrophes for contracted forms</li> <li>✓ Subordination for time/time adverbials</li> <li>✓ Subordination for reason</li> <li>✓ Present tense</li> <li>✓ Proofread</li> </ul>	<ul style="list-style-type: none"> <li>✓ Complex sentences using a range of conjunctions</li> <li>✓ Main and subordinate clauses</li> <li>✓ Commas to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adverb starters</li> <li>✓ Inverted commas</li> <li>✓ Paragraphs</li> <li>✓ Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>✓ Similes</li> <li>✓ Expanded noun phrases</li> <li>✓ Blend action, dialogue and description</li> <li>✓ Relative clauses</li> <li>✓ Figurative language</li> <li>✓ Punctuation for effect</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal/informal</li> <li>✓ Dialogue</li> <li>✓ Select appropriate vocabulary, language and structure</li> <li>✓ Sentence openers</li> </ul>
	<b>Outcomes:</b> (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)
<b>NNS/ Phonics:</b>	Review previously sounds	j/g, j/ge, j/dge, s/st, a/ce/se, n/gn/kn, m/mb, z/se/ze,	<ul style="list-style-type: none"> <li>➤ Alternative sounds</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prefixes – super, auto</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prefixes – anti, inter</li> </ul>	<ul style="list-style-type: none"> <li>➤ Statutory list</li> <li>➤ Homophones</li> <li>➤ Root words</li> </ul>	<ul style="list-style-type: none"> <li>➤ Homophones</li> </ul>	

			sh/ti/tion, ar, al or, augh, sh, ss, zh, si,	<ul style="list-style-type: none"> <li>➤ Possessive apostrophe</li> <li>➤ Adding suffixes – ful, less and ly</li> <li>➤ Contractions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Statutory/personal</li> <li>➤ Homophones</li> <li>➤ Alternative sound</li> </ul>	<ul style="list-style-type: none"> <li>➤ Alternative ending sounds</li> <li>➤ Statutory/personal list</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ei, ie</li> </ul>	
		<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Summer 1</b>	<b>Genre:</b>	It's Alive!	<b>Narrative -Stories with fantasy settings</b> <b>Poetry -Poems to learn by heart</b> (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.	<b>Narrative – story as a theme</b>	<b>Narrative: classic</b> <b>Non-chronological report</b> (Passport to Europe Unit)	<b>Narrative:</b> Novel as a theme – diary, letters, internal monologue, summary and prediction <b>Non-fiction:</b> 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.
	<b>Reading Spine:</b>	<ul style="list-style-type: none"> <li>➤ Jasper's Beanstalk</li> <li>➤ Percy the Park Keeper</li> <li>➤ We are going on a Bear Hunt</li> <li>➤ Hungry Caterpillar</li> <li>➤ Dear Zoo</li> </ul>	<ul style="list-style-type: none"> <li>➤ No-Bot</li> <li>➤ The Three Little Aliens and the Big Bad Robot</li> <li>➤ I'm a little Robot</li> <li>➤ My Robot Poem</li> <li>➤ Robot Rumpus</li> </ul>	<ul style="list-style-type: none"> <li>➤ Aladdin (different versions including film)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Horrible histories: Rotten Romans by Levi Deary</li> <li>➤ Ancient Roman by DK Eyewitness</li> <li>➤ 1066 and Before That – History Poems</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gulliver's Travels</li> <li>➤ The Dancing Bear</li> <li>➤ Clockwork</li> <li>➤ Planet Earth</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Invention of Hugo Cabret</li> <li>➤ The Invention of Hugo Cabret website (<b>here</b>).</li> <li>➤ Small Change for Stuart</li> <li>➤ Adventures of Professor Branestawm (<b>here</b>).</li> <li>➤ National Geographic KiDS Magazine (more information from the NG Kids website (<b>here</b>)).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wonder</li> <li>➤ Katie Piper biography</li> </ul>
	<b>Suggested Key Skills:</b> (Cohort specific GPS focuses to be taken from KLIPS)  See half termly overview for reading skills	<ul style="list-style-type: none"> <li>✓ Practise spelling tricky words and applying phonic knowledge of sounds taught</li> <li>✓ Writing captions and labels</li> <li>✓ Short sentences for story maps</li> </ul>	<ul style="list-style-type: none"> <li>✓ Capitals and full stops</li> <li>✓ Joining words (conjunctions) to join ideas</li> <li>✓ Pluralise nouns</li> <li>✓ Question marks and exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Noun phrases</li> <li>✓ Coordination</li> <li>✓ Subordination – because, if, and/or</li> <li>✓ Tenses</li> <li>✓ Sentence types</li> <li>✓ TAF coverage</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adverbials</li> <li>✓ Fronted adverbials</li> <li>✓ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fronted adverbials for where</li> <li>✓ Standard verb inflections</li> <li>✓ Standard English – is and are</li> </ul>	<ul style="list-style-type: none"> <li>✓ Complex sentences using relative clauses</li> <li>✓ Blend action, dialogue and description</li> <li>✓ Effective grammar, punctuation and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✓ TAF coverage</li> </ul>
	<b>Outcomes:</b> (Weekly short writing opportunities)	<b>Captions and labels</b> <b>Story maps</b>	<b>Narrative based on a fantasy robot</b> <b>Poem recital</b> <b>Recount (possible extra unit)</b>	<b>Setting description</b> <b>Diary entries in role</b> <b>Poetry</b> Persuasive letter Persuasive poster	<b>Narrative historical stories</b>	<b>Narrative based on a plot structure</b> <b>Information poster</b>	<b>A short narrative or chapter for a novel about an invention.</b> <b>Magazine page</b>	<b>Narrative</b> <b>Biographies</b> <b>Songs/lyrics</b> Genres previously covered can be used

	chosen as necessary)			<b>Narrative – an additional chapter in the story.</b>				as short writing opportunities
	<b>NNS/ Phonics:</b>	Review previous sounds, CCVC, CCVCC, CCCVC, CCCVCC	Review previous sounds	<ul style="list-style-type: none"> <li>➤ Adding endings – ing, ed, er and est</li> <li>➤ Suffixes – ment, ness</li> <li>➤ Possessive ‘</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recap suffixes</li> <li>➤ Statutory word list</li> <li>➤ Rare GPCs</li> <li>➤ Vowel digraphs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Alternative sounds</li> <li>➤ Ending sounds</li> <li>➤ Apostrophes for possession</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Statutory/personal spelling lists</li> <li>➤ Morphological/eyt mological</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ence, ent, ency</li> <li>➤ Homophones</li> </ul>
		<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Summer 2</b>	<b>Genre:</b>	At the Seaside	Integrated Unit Non-fiction– Information, Instructions and Persuasion <b>Narrative – familiar settings</b> Traditional Songs and Rhymes  (Talk 1: How to Train a Train Unit)	<b>Narrative – classic stories</b> (Wind in the Willow Unit) <b>Non-fiction</b> <b>Explanation texts</b> (Buckets and Spades Unit)	Integrated Unit – <b>Poetry based</b>	<b>Non-fiction – Discussion (debate)</b> (Hunted unit)	Integrated Unit -Classic poetry (Talk 5 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.
	<b>Reading Spine:</b>	<ul style="list-style-type: none"> <li>➤ Sharing a Shell</li> <li>➤ Lighthouse Keeper’s Lunch</li> <li>➤ The Fish who could wish</li> <li>➤ Pirates love underpants</li> <li>➤ Rainbow fish</li> <li>➤ Pirate</li> <li>➤ Cruncher</li> </ul>	➤ How to Train a Train	➤ Wind in the Willows	➤ The Spider and the Fly	➤ Texts on a given topic e.g. hunting, zoos, human rights, uniform etc.	➤ Jabberwocky	<ul style="list-style-type: none"> <li>➤ Wonder</li> <li>➤ Katie Piper biography</li> </ul>
	<b>Suggested Key Skills:</b> (Cohort specific GPS focuses to be taken from KLIPS)  See half termly overview for reading skills	<ul style="list-style-type: none"> <li>✓ Practise spelling tricky words and applying phonic knowledge of sounds taught</li> <li>✓ Capital letters, full stops and finger spaces</li> <li>✓ Use of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>✓ Capitals and full stops</li> <li>✓ Use ‘or’ to join ideas and ‘but’</li> </ul>	<ul style="list-style-type: none"> <li>✓ Subordination for time</li> <li>✓ Adverbs</li> <li>✓ Subordination for reason</li> <li>✓ Proofread for grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Inverted commas</li> <li>✓ Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Standard English</li> <li>✓ Verb inflections</li> <li>✓ Paragraphs</li> <li>✓ Commas in complex sentences</li> <li>✓ Formal language</li> </ul>	<ul style="list-style-type: none"> <li>✓ Relative clauses with relative pronouns and commas</li> <li>✓ Synonyms and antonyms</li> <li>✓ Cohesive devices</li> <li>✓ Blend action, dialogue and description</li> </ul>	TAF coverage
	<b>Outcomes:</b> (Weekly short writing	<b>Narrative</b> <b>Innovate familiar texts</b>	<b>Information text</b> (looking after pets) <b>Information tv transcript</b> (trains)	<b>Narrative based on an animal adventure</b> <b>Explanation text – based on a trip</b>	<b>Narrative stories inspired by poetry</b> Persuasive letters	<b>Formal debate</b> <b>Discussion text based on a key issue</b>	<b>Classic Narrative</b> <b>Poetry</b> <b>Letters</b> <b>Narrative actions/retell</b>	<b>Narrative</b> <b>Biographies</b> <b>Songs/lyrics</b>

	opportunities chosen as necessary)	<b>Character description</b>	<b>Instructions (trapping a train)</b> Persuasion <b>Narrative based on a film</b>					Genres previously covered can be used as short writing opportunities
	<b>NNS/ Phonics:</b>	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"> <li>➤ Homophones</li> <li>➤ Alternative sounds</li> <li>➤ Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ou</li> <li>➤ Statutory word list</li> <li>➤ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suffix - ous, ly</li> <li>➤ Prefix – un, dis, in, re, sub, inter, super, anti, auto</li> </ul>	<ul style="list-style-type: none"> <li>➤ Proofreading</li> <li>➤ Suffixes</li> <li>➤ Homophones</li> <li>➤ Statutory/personal list</li> </ul>	<ul style="list-style-type: none"> <li>➤ Statutory word list</li> <li>➤ Homophones</li> </ul>