

# Cop Lane C of E Primary School – English Overview 2024-2025

	Autumn Term Curriculum Focus		Spring Term Curriculum Focus		Summer Term Curriculum Focus	
	7 weeks	8 weeks	6 weeks	6 weeks	4 weeks 2 days	7 weeks 3 days
	National Poetry Day 3 <sup>rd</sup> October 2024 'Standing on the Shoulders of Giants' theme <b>Non-Fiction November</b> World Nursery Rhyme Week 11 <sup>th</sup> – 15 <sup>th</sup> November 2024		World Book Day Thursday 6 <sup>th</sup> March 2025			
<b>Communication and Language</b> (see educational programmes for details)	Understand how to listen carefully and why listening is important. Develop social phrases Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF. Poetry reciting – nursery rhymes. Taking turn in conversations, developing speaking and listening skills – heart friends.	Develop social phrases Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF. Poetry reciting – nursery rhymes. Taking turn in conversations, developing speaking and listening skills – heart friends. Speaking parts in nativity/confidence.	Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF.	Listen to and retell stories. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF.	Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF. Use new vocabulary throughout the day.	Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF. Use new vocabulary throughout the day.
<b>Spoken Language</b>	<b>Listening and Attention</b>	<b>Understanding</b>	<b>Speaking</b>	<b>Vocabulary</b>	<b>Participating, Presenting and Performing</b>	
	Show awareness of how to listen carefully and why listening is important. Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. Maintain attention when listening to an adult in a range of situations, e.g. <i>listening to a story, small group discussions</i> . Maintain attention when listening to peers in a range of situations, e.g. <i>paired talk, guided sessions, circle time games</i> .	Understand and follow a simple set of instructions. Understand simple requests, e.g. <i>Pass me the scissors please</i> . Understand and respond to questions in different contexts, in response to stories, non-fiction, predictable interests, events and themes.	Speak clearly in full sentences. Begin to speak in complete sentences using past, present and future tense when talking about themselves, activities, ideas and events. Take turns in conversations taking into account the listener. Use the joining words <i>and/because</i> during talk to extend ideas. Use talk to clarify thinking and express their ideas and feelings. Orally describe events in some detail to peers or adults Orally recall events and narratives in the correct sequence, using their own words and pictures to support. Ask questions to find out more and check understanding of what has been said to them.	Learn and understand selected new vocabulary. Use recently introduced vocabulary orally in discussions. Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary.	Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props. Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props. Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props. Perform rhymes and songs to an audience.	
<b>Literacy Comprehension</b>	The Colour Monster We Are All Different ebook Nursery rhymes	You Must Bring a Hat Little Glow Dipal's Diwali Twinkl	Jack Frost The Snowflake Mistake Polar Bear Polar Bear Eric Carle	Jack and the Beanstalk The Three Little Pigs Goldilocks and the Three Bears	Here We Are Oliver Jeffers 10 Things I Can Do to Help My World Melanie Walsh	How to Be a Butterfly The Very Hungry Caterpillar

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(see educational programmes for details)	<p>When I Grow Up You Choose The Proudest Blue Leaf Man We're going on a Leaf Hunt The Listening Walk Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.</p>	<p>The Diwali Gift Stars in the Sky Twinkl Celebrations Around the World n/f Christmas n/f The Nativity story Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p>	<p>The Great Explorer Chris Judge Charlie's Superhero Underpants Supertato stories by Sue Hendra A Superhero Like You Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.</p>	<p>Cinderella Subject to change depending on class interests Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Jack and the Beanstalk The Tiny Seed Eric Carle Emma Jane's Aeroplane Katie Haworth and Daniel Rieley Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Understand the structure of a non-fiction book is different to a fiction book. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.</p>	<p>Emma Jane's Aeroplane Katie Haworth and Daniel Rieley Welcome Barroux Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).</p>
<b>Literacy</b> <b>Word reading</b> (see educational programmes for details)	<p>Supersonic Phonic Friends Firm Foundations in Phonics 1 activities beginning The Basics 2 Hear general sound discrimination and be able to orally blend and segment. Begin to read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to read Basics 2 tricky words.</p>	<p>Supersonic Phonic Friends Firm Foundations in Phonics 1 activities The Basics 2 and beginning The Basics 3 Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read Basics 2 tricky words. Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supersonic Phonic Friends The Basics 3 Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and begin to read Basics 3 tricky words. Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supersonic Phonic Friends The Basics 3 Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and read Basics 3 tricky words. Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supersonic Phonic Friends The Basics 3/4 Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense. Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supersonic Phonic Friends The Basics 4 and beginning The Basics 5 if appropriate for some children Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense. Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<b>Literacy</b> <b>Writing</b> (see educational programmes for details)	<p>Baseline writing assessments Mark making and pen disco  Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make.</p>	<p>Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities  Copies adult writing behaviour e.g., writing on a whiteboard,</p>	<p>Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities  Use appropriate letters for initial sounds.</p>	<p>Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities  Build words using letter sounds in writing.</p>	<p>Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities <i>IT link – 2paint a picture on Purple Mash, Superhero stories</i></p>	<p>Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities  Show awareness of the different audience for writing.</p>

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	<p>Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Use talk to link ideas, clarify thinking and feelings.</p> <p>Understands that thoughts and stories can be written down.</p> <p>Orally segment sounds in simple words.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Draws lines and circles.</p>	<p>writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Orally spell VC and CVC words by identifying the sounds.</p> <p>Write own name.</p> <p>Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spell to write VC and CVC words independently using Phase 2 graphemes</p> <p>Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</p> <p>Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Write a simple sentence with a full stop.</p> <p>Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g., lists, stories, instructions).</p> <p>Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words e.g., using Basics 4 CCVCC</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
Y1 Key texts						
Y1 Class novel/daily reading	<ul style="list-style-type: none"> <li>Familiar books from EYFS</li> <li>Julia Donaldson stories</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction November links</li> <li>Traditional Tales</li> <li>Christmas stories</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales, including alternative versions and stories from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Favourite books to link with World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Fantasy stories</li> <li>Animal themed stories</li> </ul>	<ul style="list-style-type: none"> <li>Begin short chapter book for transition to Y2</li> <li>Favourite books from the year</li> </ul>
Subject to change						



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Y1	<p><b>Harry the Happy Mouse LPDS bridging unit.</b></p> <p>This integrated unit supports the application of Reception to Year 1 phonics, reading and sentence construction skills. A focus on rhymes, poems and songs, followed by both a fiction unit (3 weeks) and a non-fiction unit (2 weeks). Within the narrative unit, children will be engaged with an oral retelling of the story of Harry and his walk, making people happy along the way. (Be sure to pack your walking boots!) Children will engage in short writing opportunities, including thought and feeling bubbles, lists and thank you notes/letters, in addition to an extended retelling of the story. Following on from the narrative, an information sequence of work is also provided, in which children will create information posters on one of the focus animals.</p> <p><b>Poems for learning by heart</b> within unit (1 week)</p> <p><b>Poems on a theme – food</b> within unit (1 week)</p> <p>Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense. Write simple <b>sentences</b> that can be read by themselves and others. Separate <b>words</b> with spaces. Use <b>punctuation</b> to demarcate simple <b>sentences</b> (<b>capital letters</b> and <b>full stops</b>).</p>	<p><b>Narrative - Stories by the same author Julia Donaldson linked with Stories with repetitive patterns or structures 6 weeks</b></p> <p>*The Highway Rat LPDS unit *The Stick Man *The Smartest Giant in town</p> <p><b>Traditional rhymes/Poetry 2 weeks</b></p> <p>Innovation with rhymes and poems (Food poetry also within The Highway Rat unit) Songs linked to the Christmas production</p> <p>Use capital <b>letter</b> for the personal pronoun <i>I</i>. Use <b>capital letters</b> for names of people, places and days of the week. Orally plan and rehearse ideas. Sequence ideas and events in narrative. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Form <b>capital letters</b> correctly.</p>	<p><b>Narrative Traditional Tales 6 weeks</b></p> <p>*Little Red Riding Hood also linking with <b>Stories from other cultures</b> and comparing with similar text but from another culture <b>Little Red and the Very Hungry Lion</b> *The Three Billy Goats Gruff</p> <p>Identify and use <b>question marks</b> and <b>exclamation marks</b>. Use the joining word <i>and</i> to link words and clauses. Orally plan and rehearse ideas. Sequence ideas and events in narrative. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Add <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root word. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.</p>	<p><b>Non-fiction 3 weeks</b></p> <p><b>Instructions</b> *Alice in Wonderland - invitations Instructions <b>Recounts of familiar events 3 weeks</b></p> <p>*Mad Hatter's Tea Party</p> <p>Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Spell days of the week. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><b>Narrative 2 weeks</b></p> <p><b>Fantasy</b> *Literacy shed+ - film clip Bubbles *Literacy shed - film clip Adrift</p> <p><b>Grammar 2 weeks and 2 days</b> *Oi Frog *Oi Dog Grammar booster and phonics check booster 1 week in preparation for phonic check</p> <p>Make <b>singular</b> nouns <b>plural</b> using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>helping, helped, helper</i>. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Spell words with the sounds /f/, /v/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. Spell words with the /n/sound spelt n before k, e.g. <i>bank, think</i>. Divide words into syllables, e.g. <i>pocket</i>. Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</p>	<p><b>Non-Fiction Non-Chronological Report and Recounts of familiar events 4 weeks</b></p> <p>*ICT with Mr P – Crazy creatures – An animal fact file pack *Trip to Brockholes Nature Reserve</p> <p><b>Poetry – poems on a theme – minibeasts 3 weeks and 3 days</b> *Writing a poem, down at the bottom of Cop Lane's garden</p> <p>Orally plan and rehearse ideas. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Add the endings <i>-ing, -ed</i> and <i>-er</i> to verbs where no change is needed to the root word. Spell words with vowel digraphs (see below). Spell words with vowel trigraphs (see below). Spell words ending <i>-y</i> (/i:/ or /ɪ/), e.g. <i>happy</i>. Spell compound words, e.g. <i>farmyard, bedroom</i>. Spell common exception words (see below).</p>
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	<p>Orally plan and rehearse ideas.</p> <p>Sequence ideas and events in narrative.</p> <p>Sequence ideas and events in non-fiction.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Orally compose every <b>sentence</b> before writing.</p> <p>Re-read every <b>sentence</b> to check it makes sense.</p> <p>Sit correctly at a table and hold a pencil correctly.</p> <p>Hold a pencil with an effective grip.</p> <p>Form lower-case <b>letters</b> correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented.</i></p> <p>Form digits 0-9 correctly.</p> <p>Practise forming letters in handwriting families:</p> <ul style="list-style-type: none"><li>- ‘Len’s ladders 1’– i, j, l, t, u,</li><li>- ‘Len’s ladders 2’ – b, h, m, n p, r</li><li>- ‘Curly Cal’s letters’ – c, a, d, e, g, o, q, f, s</li><li>- Zippy Zig-zag letters – k, v, w, x, y, z</li></ul> <p>Have clear ascenders (‘<b>tall letters</b>’) and descenders (‘<b>tails</b>’).</p>				<p>Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give.</i></p> <p>Add s and es to words, e.g. <i>thanks, catches.</i></p> <p>Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel.</i></p> <p>Spell words using k for the /k/ sound, e.g. <i>Kent.</i></p> <p>Add the prefix –un.</p>	
Y1 English reading	<p>Recognise and join in with language patterns and repetition.</p> <p>Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i></p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Introduce and discuss key vocabulary</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i></p>	<p>Read words containing –s, - es, -ing, -ed, -er, -est endings.</p> <p>Split two and three syllable words into the separate syllables to support blending for reading.</p> <p>Read words with contractions e.g. <i>I’m, I’ll, we’ll</i> and understand that the apostrophe represents the omitted letter.</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in <i>snow</i> and <i>cow</i>.</p> <p>Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</p>	<p>Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i></p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common exception word recognition.</p>			

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<p>Y1 English reading ongoing</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge. Respond speedily with the correct sound to grapheme for the 44 phonemes. Read common exception words, noting tricky parts Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. Relate texts to own experiences. Activate prior knowledge e.g. <i>what do you know about minibests?</i> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss the main characters in stories. Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. Make predictions based on what has been read so far. Take turns.</p>	<p>Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words.</p> <p>Make personal reading choices and explain reasons for choices. Check that texts make sense while reading and self-correct. Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories.</p> <p>Make basic inferences about what is being said and done. Listen to what others say.</p>												
<p>Y1 spellings and spelling rules after phonic check – Supersonic Phonic Friends Suze’s Spelling Rules Y1</p>	<p>the a do to today of said says are were was is his I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our and/or others according to the programme used</p> <div><div><p>Year 1 &amp; 2</p><p>Spelling Rules &amp; Appendices Read and Write</p><p>Suze’s Spelling Rules &amp; Patterns</p></div><p>Suze’s Spelling Rules &amp; Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, er and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language. Children will learn their tricky words with Tess.</p></div> <table><tr><td>Adding s and es to words (plural of nouns and the third person singular of verbs)</td><td>dogs cats spends rocks thanks chairs dishes glasses stitches lunches kisses foxes frogs bees girls eyes cars trees boxes benches watches matches buzzes wishes snakes presents boys bears pigs dreams churches torches porches bunches sandwiches beaches</td><td>Adding -er and -est to adjectives where no change is needed to the root word</td><td>younger colder longer richer smarter softer sharper smaller brighter taller quicker louder greener darker duller neater smoother damper</td></tr><tr><td>Adding the endings -ing -ed and -er to verbs where no change is needed to the root word</td><td>buzzing jumping hacking huffing mixing yelling quacking singing floating painting cooking frowning blinking repairing thinking snowing growling glowing</td><td>Adding the prefix -un</td><td>unkind untie unpleasant unhappy unwell unlock uncover unafraid unzip unpack unexpected unlucky uncomfortable untidy unsafe undo unfold unwrap</td></tr><tr><td></td><td>melted jumped worked grasped washed crashed relaxed played shocked frowned shouted mixedbuzzed landed quacked started thrilled barked</td><td>Compound words</td><td>football artwork playground farmyard surfboard cowboy scarecrow rainbow lighthouse cupcake pineapple snowman ladybird raincoat butterfly sunshine treehouse armchair</td></tr></table>	Adding s and es to words (plural of nouns and the third person singular of verbs)	dogs cats spends rocks thanks chairs dishes glasses stitches lunches kisses foxes frogs bees girls eyes cars trees boxes benches watches matches buzzes wishes snakes presents boys bears pigs dreams churches torches porches bunches sandwiches beaches	Adding -er and -est to adjectives where no change is needed to the root word	younger colder longer richer smarter softer sharper smaller brighter taller quicker louder greener darker duller neater smoother damper	Adding the endings -ing -ed and -er to verbs where no change is needed to the root word	buzzing jumping hacking huffing mixing yelling quacking singing floating painting cooking frowning blinking repairing thinking snowing growling glowing	Adding the prefix -un	unkind untie unpleasant unhappy unwell unlock uncover unafraid unzip unpack unexpected unlucky uncomfortable untidy unsafe undo unfold unwrap		melted jumped worked grasped washed crashed relaxed played shocked frowned shouted mixedbuzzed landed quacked started thrilled barked	Compound words	football artwork playground farmyard surfboard cowboy scarecrow rainbow lighthouse cupcake pineapple snowman ladybird raincoat butterfly sunshine treehouse armchair	<p>At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.</p>
Adding s and es to words (plural of nouns and the third person singular of verbs)	dogs cats spends rocks thanks chairs dishes glasses stitches lunches kisses foxes frogs bees girls eyes cars trees boxes benches watches matches buzzes wishes snakes presents boys bears pigs dreams churches torches porches bunches sandwiches beaches	Adding -er and -est to adjectives where no change is needed to the root word	younger colder longer richer smarter softer sharper smaller brighter taller quicker louder greener darker duller neater smoother damper											
Adding the endings -ing -ed and -er to verbs where no change is needed to the root word	buzzing jumping hacking huffing mixing yelling quacking singing floating painting cooking frowning blinking repairing thinking snowing growling glowing	Adding the prefix -un	unkind untie unpleasant unhappy unwell unlock uncover unafraid unzip unpack unexpected unlucky uncomfortable untidy unsafe undo unfold unwrap											
	melted jumped worked grasped washed crashed relaxed played shocked frowned shouted mixedbuzzed landed quacked started thrilled barked	Compound words	football artwork playground farmyard surfboard cowboy scarecrow rainbow lighthouse cupcake pineapple snowman ladybird raincoat butterfly sunshine treehouse armchair											

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					<b>*Subject to change</b> Adding s and es Adding ing Adding ed Adding er Adding est Adding un Compound words
Y1 Spoken Language	Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
	Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i>	Respond appropriately to adults after listening attentively. Respond appropriately to peers after listening attentively. Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i> , e.g. <i>Where does the character live in the story?</i> Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i> . Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class. Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i> Speak audibly when communicating with others in pairs and small groups.	Speak in complete sentences linked to the context. Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so.</i>	Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided. Describe characters orally using vocabulary provided. Describe feelings orally using vocabulary provided, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i>	Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i> Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. <i>small world figures, props, images, actions and text maps.</i> Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hotseating, magic mirror, magic microphone.</i> Take part in imaginative role play, e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i> Recite rhymes and poems by heart and perform to an audience, e.g. <i>different groups or another class.</i> Present simple information to an audience. Read and perform stories using a voice with an appropriate volume, e.g. <i>a child's own story.</i>



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Y2 Key Texts						
Class novel/daily reading  Subject to change	  and other non fiction books to link with wolves				range of poetry	
Y2	<u>The Way home for Wolf LPDS bridging unit.</u> 10 wks total includes fiction, poetry and non-fiction non-chronological report Autumn 1 and into Autumn 2 Applying skills from both Year 1 and Year 2, this publication is based around the theme of wolves and integrates both narrative and non-fiction in a 5-6 week sequence. Children will share in the delights of The Way Home for Wolf by Rachel Bright and Jim Field, before taking on the role of researchers to find out more about wolves and other animals. Using their newly found facts, children will produce an information leaflet to inform an audience.	<b>Non-chronological report</b> - News reports Computing/History link – green screen  <b>Poems on a theme</b> – fire / fireworks <b>Outdoor learning opportunity 1 week</b>  <b>Stories by the same author</b> – 4 weeks Mini Grey Traction Man series <b>Outdoor learning opportunity</b> Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Select, generate and effectively use <b>verbs</b> . Explore the progressive form of <b>verbs</b> in the <b>present tense</b> (e.g. <i>she is drumming</i> ) and <b>past</b>	<b>Poems with a structure</b> – Riddles 2 weeks  <b>Stories with familiar settings</b> Mudpuddle Farm: Six Animal Adventures by Michael Morpurgo. <b>Outdoor learning opportunity 4 weeks</b>  <b>Persuasive advert/poster</b> - linking with a visit to a farm attraction <b>Outdoor learning opportunity 1 week</b>  Use <b>commas</b> to separate items in a list. Use subordination for time using <i>when, before, and after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Use <b>present tense</b> for non-chronological reports and persuasive adverts.	<b>Classic poetry 2 weeks</b>  <b>Animal adventure stories</b> Meerkat Mail by Emily Gravett. Geog link – Kenya / Kalahari Desert 2 weeks <b>Outdoor learning opportunity</b>  <b>Recounts – letters/postcards</b> Meerkat Mail 1 week  Select, generate and effectively use <b>adverbs</b> . Use <b>suffix ly</b> to turn adjectives into <b>adverbs</b> e.g. <i>slowly, gently, carefully.</i> Write simple poems based on models.	<b>Poems on a theme</b> - seaside <b>Outdoor learning opportunity</b> link with Guided Reading  <b>Explanation text – beach formation 2 weeks</b> Use <b>apostrophes</b> for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> Use <b>apostrophes</b> for singular possession in nouns, e.g. <i>the girl's name.</i> Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i>  Link to texts 'Greedy Apostrophe' and 'Grandad's island' 1 week  <b>Aladdin LPDS unit</b> A half term Year 2 unit to support end of Key Stage 1	<b>Aladdin LPDS unit</b> A half term Year 2 unit to support end of Key Stage 1 expectations in reading and writing. This unit facilitates a range of reading and writing opportunities linked to the STA Key Stage 1 Teacher Assessment Framework. Using a quality text and supporting film material, this motivating and engaging unit incorporates narrative, non-fiction and poetry, aiding transition into Key Stage 2.  <b>Instructions</b> – link with DT mechanisms 2 weeks  Select, generate and effectively use <b>adverbs</b> . Use <b>suffix ly</b> to turn adjectives into <b>adverbs</b> e.g. <i>slowly, gently, carefully.</i>

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	<p>The unit concludes with a return to fiction, where children will create an innovation based on the original story.</p> <p>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). Use sentences with different forms: <b>statement, question, command, exclamation.</b> Secure the use of <b>full stops, capital letters, exclamation marks and question marks.</b> Use <b>past tense</b> for narrative, recount (<i>e.g. diary, newspaper report, biography</i>) historical reports. Plan and discuss what to write about <i>e.g. story mapping, collecting new vocabulary, key words and ideas.</i> Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Make simple notes from non-fiction texts, <i>e.g. highlighting and noting key words.</i> Use specific text type features to write for a range of audiences and purposes <i>e.g. to instruct, inform, entertain, explain, discuss, persuade.</i> Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers.</p>	<p><b>tense</b> (<i>e.g. he was shouting</i>) to mark actions in progress. Select, generate and effectively use <b>adjectives</b>. Identify, generate and effectively use <b>noun phrases</b>, <i>e.g. the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> <i>e.g. playful, careful, careless, hopeless.</i> Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> <i>e.g. faster, fastest, smaller, smallest.</i></p>	<p>Write simple poems based on models. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, <i>e.g. correcting he walking to the shop to he walked to the shop.</i> Spell words ending in <i>-tion</i>, <i>e.g. station, fiction</i> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		<p>expectations in reading and writing. This unit facilitates a range of reading and writing opportunities linked to the STA Key Stage 1 Teacher Assessment Framework. Using a quality text and supporting film material, this motivating and engaging unit incorporates narrative, non-fiction and poetry, aiding transition into Key Stage 2. 6 week unit, begin in Summer 1 and continue Summer 2</p>	
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<p><b>Y2 English writing ongoing skills</b></p>	<p>Select, generate and effectively use <b>nouns</b>.  Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker</i>.  Create <b>compound</b> words using <b>nouns</b>, e.g. <i>whiteboard</i> and <i>football</i>.  Develop stamina for writing in order to write at length.  Write about real and fictional events.  Read aloud their writing with intonation to make the meaning clear.  Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.  Learn new ways of spelling phonemes for which one or more spellings are already known.  Learn to spell common exception words (see below).  Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>.  Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>.  To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knigh</i>t) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>).  Add <b>suffixes</b> <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i>.  Add <b>suffix</b> <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>.  Add <b>suffixes</b> <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless</i>.  Use <b>suffixes</b> <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i>.  Use <b>suffix</b> <i>ly</i> e.g. <i>slowly, gently, carefully</i>.  <b>Spell words with:</b>  - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>).  - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i>  - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i>.  - the /w/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i>.  - the /l/ or /ɹl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i>.  - the /l/ or /ɹl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel</i>.  - the /l/ or /ɹl/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital</i>.  - the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>.  - the /aɪ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>.  - The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i>  - The /ɔ:/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i>  - The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i>  - The /ɔ:/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i>  - The /ɔ:/ sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i>  - The /ɔ:/ sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i>  - The /ɔ:/ sound spelt <i>s</i>, e.g. <i>television, usual</i>  Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>.  Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>.  Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>.  Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>.  Form lower-case <b>letters</b> of the correct size relative to one another.  Orientate <b>capital letters</b> correctly.  Use <b>capital letters</b> appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.  Write <b>capital letters</b> and digits of the correct size relative to one another and to lower case <b>letters</b>.  Start using some of the diagonal and horizontal strokes needed to join <b>letters</b> and understand which <b>letters</b>, when adjacent to one another, are best left unjoined.  Use spacing between <b>words</b> which reflects the size of the <b>letters</b>.</p>		
<p><b>Y2 English reading</b></p>	<p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.  Orally retell a wider range of stories, fairy tales and traditional tales.  Sequence and discuss the main events in stories and recounts.  Identify, discuss and collect favourite words and phrases.</p>	<p>Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away</i>..).  Learn and recite a range of poems using appropriate intonation.  Make personal reading choices and explain reasons for choices.  Uses tone and intonation when reading aloud.  Consider other points of view.  Listen and respond to contributions from others.</p>	<p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.  Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.  Check that texts make sense while reading and self-correct.</p>



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	<p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></p> <p>Make predictions based on what has been read so far.</p> <p>Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Make contributions in whole class and group discussion.</p>	<p>Read words containing common suffixes e.g. <i>-er, -est, -y</i>.</p>	<p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p>
Y2 English reading ongoing	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</p> <p>Read longer and less familiar texts independently.</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</p> <p>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</p> <p>Read further common exception words, noting tricky parts.</p>		
Y2 spellings and spelling rules – Supersonic Phonic Friends Suze's Spelling Rules Y2	<p>As Y1 and door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas and/or others according to the programme used</p> <div>  <p>Year 1 &amp; 2</p> <p>Spelling Rules &amp; Appendices Read and Write</p> <p>Suze's Spelling Rules &amp; Patterns</p> <p>Suze's Spelling Rules &amp; Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, er and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language.</p> <p>Children will learn their tricky words with Tess.</p> <p>At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.</p> </div>		
	<p><b>*Subject to change depending on stage of phonic development</b></p> <p>Change the y to an i and add es</p> <p>Words ending in y simply adding ing</p> <p>Change the y to an i and add ed</p> <p>Change the y to an i and add er</p> <p>Change the y to an i and add est</p>	<p><b>*Subject to change</b></p> <p>Double the consonant and add y</p> <p>Double the consonant and add er</p> <p>Double the consonant and add est</p> <p>Add -less</p> <p>Add - ness</p>	<p><b>*Subject to change</b></p> <p>-tion</p> <p>Contractions</p> <p>Possessive Apostrophes</p> <p>Homophones</p>

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	Drop the e and add ed Drop the e and add ing Drop the e and add y Drop the e and add er Drop the e and add est Double the consonant and add ed Double the consonant and add ing		Add – ment Add – ful Add – ly Choose to Use le el al il More Choose to Use		
Y2 Spoken Language	<b>Listening and Attention</b>	<b>Understanding</b>	<b>Speaking</b>	<b>Vocabulary</b>	<b>Participating, Presenting and Performing</b>
	Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i>	Respond appropriately to adults after listening with sustained concentration. Respond appropriately to peers after listening with sustained concentration. Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why and how</i> , and explain their thinking, e.g. <i>Why did the character behave that way?</i> Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why and how</i> , and explain their thinking, Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others. Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so.</i> Speak audibly when communicating with others in pairs, groups and whole class.	Speak in complete sentences in a range of different contexts. Use <i>past tense, present tense and future tense mostly accurately, e.g. past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i>	Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text. Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text. Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i>	Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i> Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non-chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i> Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</i> Learn and recite a range of poems by heart and perform to an audience, e.g. <i>different groups, another class, whole school.</i> Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience. Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. <i>using hands, face or other parts of the body.</i>

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Y3 Key Texts	 			 		
Y3 Class novel/daily reading						
Y3	<p><b>Paddington LPDS bridging unit.</b></p> <p>Year 2 and Year 3 reading and writing skills are interwoven throughout both narrative and non-fiction units in this publication, all themed around one of our favourite bears from children's literature – Paddington! The first unit explores Michael Bond's classic text, alongside the use of more recent film material. Regular short and long writing opportunities are embedded throughout the sequence as the children work towards an extended narrative of their own Paddington adventure. This is followed by a non-fiction</p>	<p><b>Recount</b> – Escape from Pompeii/Roman Diary</p> <p><b>Non-Chronological Reports</b> – Non-Fiction Texts linked to the Romans</p> <p><b>Poems with a structure</b> e.g. <b>shape, calligrams, rhyming couplets</b> – linking to Winter</p> <p>Explore and identify main <b>clauses</b> in complex sentences. <b>Drafting and writing</b> Create and develop settings for narrative. Create and develop characters for narrative. Improve, create and write dialogue. Create and develop plots based on a model.</p>	<p><b>Discussion For/Against</b> – Healthy Eating in schools Yes/No</p> <p><b>Instructional Text:</b> Creating a smoothie</p> <p><b>Persuasive Letters</b> – link to above/smoothie link 'Dear Miss' Explore and identify main and <b>subordinate clauses</b> in complex sentences. Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>while, since, until, before, after, so</i>. Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>. Identify, select, generate and effectively use <b>prepositions</b> for</p>	<p><b>Fairy Tales/Folk Tales</b> Jack and the Beanstalk</p> <p><b>Classic poetry for performance</b> – Jabberwocky</p> <p>Explore and identify main and <b>subordinate clauses</b> in complex sentences. Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>while, since, until, before, after, so</i>. Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>. Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</p>	<p><b>Novel as a theme</b> – Adventure <b>Arthur and the Golden Rope</b> – Todd Stanton</p> <p><b>Recount: Biography</b> – link to famous Sports People.</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</p> <p><b>Drafting and writing</b> Create and develop settings for narrative. Create and develop characters for narrative.</p>	<p><b>Playscripts</b> – 'The Saga of Erik the Viking' – Terry Jones and Michael Foreman 'The Last Viking' – Terry Deary</p> <p><b>Poems on a Theme</b> Vikings – Dangeeld by Rudyard Kipling</p> <p><b>Explanation Text</b> – Link to science topic 'Light and Shadows'</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic,</i></p>



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	<p>unit, in which children will explore a range of nonfiction sources, websites and clips, before writing their own tourist guide to either London or your local area.</p> <p><b>Character description:</b> Paddington (LPDS Bridging unit)</p> <p><b>Novel as a theme:</b> Paddington (LPDS Bridging unit)</p> <p><b>Information Leaflet</b> Local Area (LPDS Bringing unit)</p> <p><b>Fables/Myths</b> – The Hare and the Tortoise</p> <p>Identify <b>clauses</b> in sentences. Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, if because, although</i>.</p> <p>Use <b>inverted commas</b> to punctuate <b>direct speech</b> (speech marks).</p> <p>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i>.</p> <p>Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto</i>.</p> <p><b>Drafting and writing</b> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Use headings and sub headings to organise information.</p> <p>Use further <b>prefixes</b> <i>dis_, mis_, re_</i>, and <b>suffixes</b> <i>_ly, _ous</i>, and understand how to add them.</p>	<p>Use further <b>prefixes</b> <i>dis_, mis_, re_</i>, and <b>suffixes</b> <i>_ly, _ous</i>, and understand how to add them.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Spell homophones and near homophones.</p> <p>Spell words containing the /ʊ/ sound spelt ou, e.g. <i>young, touch, double</i></p> <p>Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto</i>.</p>	<p>where e.g. <i>above, below, beneath, within, outside, beyond</i>.</p> <p>Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually</i>.</p> <p><b>Drafting and writing</b> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Group related material into paragraphs. Spell words with endings sounding like /ʊ/ e.g. <i>treasure, enclosure, pleasure</i>. Spell words with endings sounding like or /tʃ/, e.g. <i>creature, furniture, adventure</i>. Spell words with the /ə/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i></p>	<p>Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually</i>.</p> <p><b>Drafting and writing</b> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Group related material into paragraphs. Spell words with endings sounding like /ʊ/ e.g. <i>treasure, enclosure, pleasure</i>. Spell words with endings sounding like or /tʃ/, e.g. <i>creature, furniture, adventure</i>. Spell words with the /e/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i></p>	<p>Improvise, create and write dialogue. Create and develop plots based on a model. Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></p>	<p><i>paramedic, medically</i> to extend vocabulary.</p> <p><b>Drafting and writing</b> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></p>
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	<p>Add suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Spell homophones and near homophones.</p> <p>Spell words containing the /ʊ/ sound spelt ou, e.g. <i>young, touch, double</i></p>					
Y3 English writing ongoing skills	<p>Identify <b>clauses</b> in sentences.</p> <p>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</p> <p>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, if because, although, while, since, until, before, after, so</i>.</p> <p>Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>.</p> <p>Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</p> <p>Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually</i>.</p> <p>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b>.</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</p> <p>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i>.</p> <p>Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</p> <p>Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto</i>.</p> <p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>.</p> <p>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</p> <p>Use different sentence structures (see VGP).</p> <p><b>Evaluating and Editing</b></p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Improve writing in the light of evaluation.</p> <p><b>Performing</b></p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words from the Year 3 list (selected from the statutory Year 3/4 word list)</p> <p>Form and use the four basic handwriting joins.</p> <p>Write legibly.</p>					
Y3 English reading	<p>Listen to and discuss a range of fiction, non-fiction, shape poetry.</p> <p>Read a range of non-fiction texts, e.g. <i>information</i>.</p> <p>Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>.</p> <p>Sequence and discuss the main events in stories.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>.</p>	<p>Listen to and discuss a range of fiction, e.g. <i>fables, fairy tales, classic poetry</i>.</p> <p>Read a range of non-fiction texts, e.g. <i>discussion and persuasion</i>.</p> <p>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</p> <p>Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</p> <p>Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</p>	<p>Listen to and discuss a range of poetry, plays and explanations.</p> <p>Read a range of non-fiction texts, e.g. <i>explanation and biography</i>.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p>			

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## Y3 English reading ongoing









Read books at an age appropriate interest level.  
 Use knowledge of root words to understand meanings of words.  
 Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-*.  
 Use suffixes to understand meanings e.g. *-ly, -ous*.  
 Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list).  
 Regularly listen to whole novels read aloud by the teacher.  
 Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography and persuasion*.  
 Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.  
 Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.  
 Explain the meaning of unfamiliar words by using the context.  
 Use dictionaries to check meanings of words they have read.  
 Use intonation, tone and volume when reading aloud.  
 Take note of punctuation when reading aloud.  
 Discuss their understanding of the text.  
 Raise questions during the reading process to deepen understanding e.g. *I wonder why the character*.  
 Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.  
 Make predictions based on details stated.  
 Justify responses to the text using the PE prompt (Point + Evidence).  
 Discuss the purpose of paragraphs.  
 Identify a key idea in a paragraph.  
 Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram etc*.  
 Prepare for research by identifying what is already known about the subject and key questions to structure the task.  
 Quickly appraise a text to evaluate usefulness.  
 Navigate texts in print and on screen.  
 Record information from a range of non-fiction texts.  
 Participate in discussion about what is read to them and books they have read independently.  
 Develop and agree on rules for effective discussion.  
 Take turns and listen to what others say.  
 Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*.



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Y3 spellings –  
Supersonic  
Spelling Stars  
adapted for  
academic year  
24/25

As Y1/Y2 and Autumn term (may differ slightly 2024-2025 academic year)







/i/ sound using /y/	/u/ sound using /ou/	CEW Split digraph	/k/ sound using /ch/	/sh/ sound using /ch/	CEW Easy	/k/ sound using /que/	/g/ sound using /gue/ spelling
crystal	country	arrive	anchor	brochure	calendar	antique	analogue
cygnet	couple	believe	architect	chalet	consider	boutique	catalogue
cylinder	courage	complete	character	chandelier	continue	cheque	colleague
Egypt	cousin	describe	chemist	charades	experiment	discotheque	dialogue
gymnastics	double	exercise	chorus	chef	group	mosque	fatigue
Olympics	nourish	extreme	Christmas	Chicago	important	opaque	league
physics	southern	guide	mechanic	chute	interest	physique	meringue
pyramid	touch	separate	orchestra	machine	material	picturesque	monologue
symmetry	trouble	suppose	orchid	moustache	natural	technique	synagogue
syrup	young	surprise	school	parachute	perhaps	unique	tongue
							

Spring term (may differ slightly 2024-2025 academic year)

CEW /s/ sound using /c/	/s/ sound using /sc/ spelling	/ae/ sound using /ey/ spelling	CEW Doubles	/ae/ sound using /ei/ spelling	/ae/ sound using /eigh/ spelling	CEW /ee/ sound using /e/ spelling
bicycle	adolescent	conveyor	address	abseil	eight	because
centre	ascend	disobey	appear	beige	eighteen	behind
century	crescent	grey	different	rein	eighty	believe
certain	descend	hey	difficult	reindeer	freight	decide
circle	discipline	obey	disappear	reins	neigh	describe
decide	fascinate	prey	grammar	sheikh	neighbour	even
experience	muscle	survey	opposite	vein	sleigh	recent
medicine	scent	surveyor	possible	veins	weigh	remember
notice	science	they	possess	unveil	weight	remind
sentence	scientist	whey	suppose	veil	weightless	sequin
						

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Summer term (may differ slightly 2024-2025 academic year)

Words ending in suffix /ly/	CEW /ee/ sound using /y/ spelling	Words ending in suffix /tion/	Words ending in suffix /cian/	CEW /ae/ sound using various spellings	Words ending in suffix /sion/
carefully	actually	action	academician	break	collision
cheerfully	city	affection	beautician	eighth	comprehension
enormously	early	celebration	dietician	eight	confusion
kindly	February	education	electrician	famous	division
proudly	history	emotion	magician	favourite	erosion
quickly	icy	infection	mathematician	great	explosion
sadly	library	invention	musician	potatoes	invasion
slowly	naughty	meditation	optician	reign	revision
strongly	ordinary	station	politician	straight	television
warmly	probably	vacation	technician	weight	tension
					

Please see newsletters sent home via Seesaw for supporting at home. We encourage children to write the spelling patterns in sentences, not in a weekly test.

## Y3 Spoken Language

### Listening and Attention

Listen and retain key points from a range of situations, e.g. *information relayed via a visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.*  
Listen to peers and retain key points in a range of situations, e.g. *following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.*  
Listen and identify how intonation and expression affects meaning, e.g. *when listening to others perform a playscript, persuasive advert or poem.*  
Listen and consider viewpoints from adults and peers, e.g. *different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view.*

### Understanding

Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration.  
Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration.  
Respond to questions posed by an adult or peer, orally, related to *who, what, where, when, why and how*, and ask further relevant questions to extend understanding and knowledge.  
Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge.  
Take turns when making contributions and responding to others, in a variety of group situations, e.g. *discussions and debates.*  
Provide oral explanations, extending with additional details, e.g. *hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.*

### Speaking

Use Standard English verb inflections when speaking, e.g.  
-I was  
-we were  
-they are  
-Use conjunctions *and, but, because, when, before, after, if, so, as, while, since, although* during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g.  
-When the Romans arrived in Britain, *they...*  
-Since 43AD, ...  
-If the character...  
Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas.  
Use speaking frames to support, e.g.  
-Before long, ...  
-Soon after, ...  
-As the sun was setting over the hills, ...  
-Across the rooftops, ...

### Vocabulary

Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.  
Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.  
Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.  
Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. *use a thesaurus to explore appropriate synonyms from which to select*

### Participating, Presenting and Performing

Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. *props, images, actions and story maps.*  
Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. *props, images, actions and text maps.*  
Participate in a range of drama approaches in English and across the curriculum, e.g. *talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.*  
Take part in imaginative role play, e.g. *by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.*  
Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when



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		Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.			presenting to an audience, e.g. different groups, another class, whole school. Use non-verbal gestures whilst presenting and performing to gain the audience's interest.
Y4 Key Texts					 
Y4 Class novel/daily reading	 	 			  
Y4	<b>The Loch Ness Monster LPDS bridging unit.</b> Reading and writing skills for Year 3 and Year 4 are interwoven throughout these two units of work lasting 3-4 weeks for narrative and 2-3 weeks for non-fiction, all based around the theme of the Loch Ness Monster. The first unit focuses on exploring and researching the infamous	<b>Non Chronological Report</b> – Crazy Creatures Non Fiction Documentary  <b>Issues and Dilemmas</b> – Journey to Jo'burg  <b>Educational Trip</b> – Knowsley Safari Park	<b>Novel as a theme</b> – Beowulf  <b>Poems on a theme with a structure</b> – kennings, cinquain, tanka  Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i>	<b>Recounts: Newspapers</b> – The Battle of Hastings  <b>Fantasy - Imaginary Worlds</b> – battle cry  <b>Educational Trip:</b> Lancaster Castle	<b>Folktales</b> – Marcy and the Riddle of the Sphinx  <b>Classic Poetry</b> – Macavity  Identify, select and effectively use <b>pronouns</b> . Explore, identify and use Standard English  <b>Persuasion sales pitch/article</b> – Come to Egypt  <b>Film and Playscript</b> – Soar Literacy Shed film linking to adding text for a playscript  <b>Explanation text</b> – Mummification

# Cop Lane C of E Primary School – English Overview 2024-2025

	<p>legend using film clips, websites, texts and news sources, before children write their own non-fiction article for a children's magazine. Following this, a narrative unit is provided which includes developing a new Loch Ness monster character based on a plot pattern inspired by the classic cartoon, The Family-Ness!</p> <p>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></p> <p>Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</p> <p>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves.</i></p> <p>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>–ate = pollinate</i> (verb).</p>	<p>Identify, select and use <b>determiners</b> including:</p> <ul style="list-style-type: none"> <li>– articles: <i>a/an, the</i></li> <li>– demonstratives : <i>this/that, these/those</i></li> <li>– possessives: <i>my/your/his/her/its/our/their</i></li> <li>– quantifiers: <i>some, any, no, many, much, every</i></li> </ul> <p>Use inverted commas to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i></p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Generate and select from vocabulary banks e.g. <b>adverbial</b> phrases, <i>technical language, persuasive phrases, alliteration.</i></p> <p>Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i></p> <p>Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus.</i></p>	<p>Use commas to mark clauses in complex sentences.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Use paragraphs to organise writing in fiction.</p> <p>Use further suffixes, e.g. <i>–ation, –tion, –ssion, –cian.</i></p> <p>Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine.</i></p>	<p>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></p> <p>Use commas after fronted <b>adverbials.</b></p> <p>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Use further prefixes, e.g. <i>in-, im-, sub-, inter-, super-, anti-, auto–.</i></p> <p>Identify and spell words ending with the /g/ sound spelt <i>–gue</i> and the /k/ sound spelt <i>–que</i> (French in origin), e.g. <i>tongue, antique.</i></p>	<p>verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</p> <p>Link ideas across paragraphs using fronted <b>adverbials</b> for when and where e.g. <i>Several hours later..., Back at home...</i></p> <p>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene.</i></p> <p>The /l/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt.</i></p>	<p>Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones.</i></p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non- Standard English.</p> <p>Improve writing in light of evaluation.</p> <p>Understand how diminutives are formed using e.g. suffix <i>–ette</i> and prefix <i>mini-</i>.</p> <p>Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</p>
Y4 English writing ongoing skills	<p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></p> <p>Use different sentence structures (see VGP).</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)</p> <p>Use a joined style throughout their independent writing.</p> <p>Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></p>					











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<p><b>Y4 English reading</b></p>	<p>Explain the meaning of key vocabulary within the context of the text. Justify responses to the text using the PE prompt (Point + Evidence). Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p>	<p>Develop, agree on and evaluate rules for effective discussion. Identify main ideas drawn from more than one paragraph and summarise these <i>e.g. character is evil because...1/2/3 reasons</i> Analyse and evaluate how specific information is organised within a non-fiction text <i>e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams</i></p>	<p>Use suffixes to understand meanings <i>e.g. -ation, -tion, -ssion, -cian, -sion</i>. Learn a range of poems by heart and rehearse for performance. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination <i>e.g. metaphors, similes</i>. Make predictions based on information stated and implied. Identify, analyse and discuss themes <i>e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals</i>. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Recognise and analyse different forms of poetry <i>e.g. haiku, limericks, kennings</i>. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Explain how paragraphs are used to order or build up ideas, and how they are linked.</p>	<p>Use prefixes to understand meanings <i>e.g. in-, ir-, sub-, inter- super-, anti-, auto-</i>. Explain the meaning of key vocabulary within the context of the text. Justify responses to the text using the PE prompt (Point + Evidence). Record information from a range of non-fiction texts. Scan for dates, numbers and names.</p>	<p>Learn a range of poems by heart and rehearse for performance. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination <i>e.g. metaphors, similes</i>. Identify, analyse and discuss themes <i>e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals</i> Analyse and evaluate how specific information is organised within a non-fiction text <i>e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams</i></p>	<p>Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action. Demonstrate active reading strategies <i>e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images</i>. Identify main ideas drawn from more than one paragraph and summarise these <i>e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i> Navigate texts, <i>e.g. using contents and index pages, in order to locate and retrieve information in print and on screen</i>. Record information from a range of non-fiction texts.</p>
<p><b>Y4 English reading ongoing</b></p>	<p>Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list). Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms <i>e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts</i>. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. Make and respond to contributions in a variety of group situations <i>e.g. whole class, independent reading groups, book circles</i>.</p>					

# Cop Lane C of E Primary School – English Overview 2024-2025

As Y1/Y2 and Autumn term (may differ slightly 2024-2025 academic year)

/i/ sound using /y/	/u/ sound using /ou/	CEW Split digraph	/k/ sound using /ch/	/sh/ sound using /ch/	CEW Easy	/k/ sound using /que/	/g/ sound using /gue/ spelling
crystal	country	arrive	anchor	brochure	calendar	antique	analogue
cygnet	couple	believe	architect	chalet	consider	boutique	catalogue
cylinder	courage	complete	character	chandelier	continue	cheque	colleague
Egypt	cousin	describe	chemist	charades	experiment	discotheque	dialogue
gymnastics	double	exercise	chorus	chef	group	mosque	fatigue
Olympics	nourish	extreme	Christmas	Chicago	important	opaque	league
physics	southern	guide	mechanic	chute	interest	physique	meringue
pyramid	touch	separate	orchestra	machine	material	picturesque	monologue
symmetry	trouble	suppose	orchid	moustache	natural	technique	synagogue
syrup	young	surprise	school	parachute	perhaps	unique	tongue
							







Spring term (may differ slightly 2024-2025 academic year)

CEW /s/ sound using /c/	/s/ sound using /sc/ spelling	/ae/ sound using /ey/ spelling	CEW Doubles	/ae/ sound using /ei/ spelling	/ae/ sound using /eigh/ spelling	CEW /ee/ sound using /e/ spelling
bicycle	adolescent	conveyor	address	abseil	eight	because
centre	ascend	disobey	appear	beige	eighteen	behind
century	crescent	grey	different	rein	eighty	believe
certain	descend	hey	difficult	reindeer	freight	decide
circle	discipline	obey	disappear	reins	neigh	describe
decide	fascinate	prey	grammar	sheikh	neighbour	even
experience	muscle	survey	opposite	vein	sleigh	recent
medicine	scent	surveyor	possible	veins	weigh	remember
notice	science	they	possess	unveil	weight	remind
sentence	scientist	whey	suppose	veil	weightless	sequin
						

Y4 spellings –  
Supersonic  
Spelling Stars  
adapted for  
academic year  
24/25

# Cop Lane C of E Primary School – English Overview 2024-2025

Summer term (may differ slightly 2024-2025 academic year)

Words ending in suffix /ly/	CEW /ee/ sound using /y/ spelling	Words ending in suffix /tion/	Words ending in suffix /cian/	CEW /ae/ sound using various spellings	Words ending in suffix /sion/
carefully	actually	action	academician	break	collision
cheerfully	city	affection	beautician	eighth	comprehension
enormously	early	celebration	dietician	eight	confusion
kindly	February	education	electrician	famous	division
proudly	history	emotion	magician	favourite	erosion
quickly	icy	infection	mathematician	great	explosion
sadly	library	invention	musician	potatoes	invasion
slowly	naughty	meditation	optician	reign	revision
strongly	ordinary	station	politician	straight	television
warmly	probably	vacation	technician	weight	tension
					

Please see newsletters sent home via Seesaw for supporting at home. We encourage children to write the spelling patterns in sentences, not in a weekly test.

## Y4 Spoken Language

### Listening and Attention

Listen and retain key points from a range of situations, e.g. *information relayed via a visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.*

Listen to peers and retain key points in a range of situations, e.g. *following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.*

Listen and identify how intonation and expression affects meaning, e.g. *when listening to others perform a playscript, persuasive advert or poem.*

Listen and consider viewpoints from adults and peers, e.g. *different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view.*

### Understanding

Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration.

Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration.

Respond to questions posed by an adult or peer, orally, related to *who, what, where, when, why and how*, and ask further relevant questions to extend understanding and knowledge.

Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge.

Take turns when making contributions and responding to others, in a variety of group situations, e.g. *discussions and debates.*

Provide oral explanations, extending with additional details, e.g. *hypothesising in science, providing evidence from a text in relation to*

### Speaking

Use Standard English verb inflections when speaking, e.g.

*-I was*

*-we were*

*-they are*

*-Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although* during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g.

*-When the Romans arrived in Britain, they...*

*-Since 43AD, ...*

*-If the character...*

Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas.

Use speaking frames to support, e.g.

*-Before long, ...*

*-Soon after, ...*

*-As the sun was setting over the hills, ...*

*-Across the rooftops, ...*

### Vocabulary

Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.

Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.

Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.

Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. *use a thesaurus to explore appropriate synonyms from which to select*

### Participating, Presenting and Performing

Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. *props, images, actions and story maps.*

Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. *props, images, actions and text maps.*

Participate in a range of drama approaches in English and across the curriculum, e.g. *talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.*

Take part in imaginative role play, e.g. *by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.*

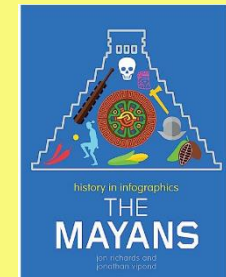
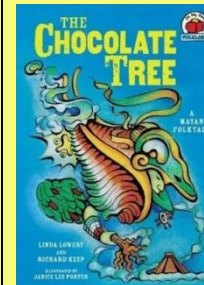
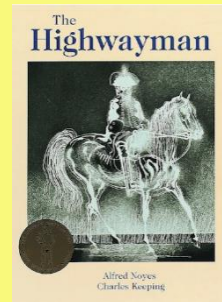
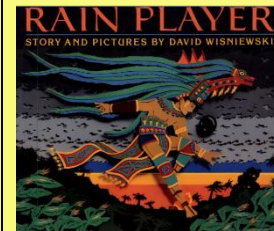
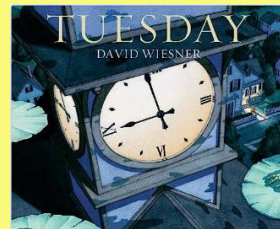
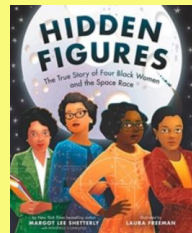
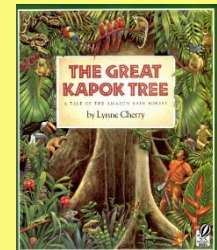
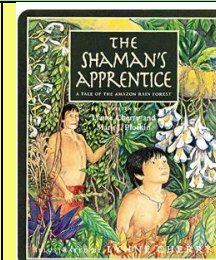
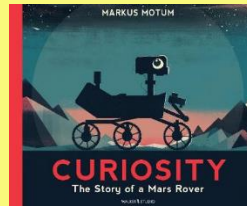
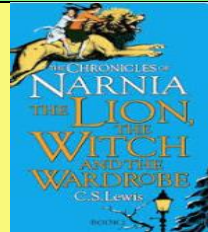


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character actions, explaining a process such as the water cycle etc.  
Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.

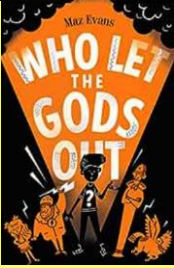
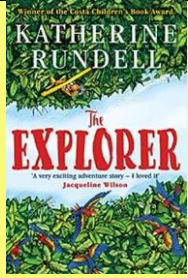
Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. different groups, another class, whole school.  
Use non-verbal gestures whilst presenting and performing to gain the audience's interest.

## Y5 Key Texts











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<p>Y5 Class novel/daily reading</p>						
<p>Y5</p>	<p><b><u>The Lion, The Witch and the Wardrobe LPDS bridging unit.</u></b></p> <p>This publication of 7-8 weeks focusing on Year 4 and Year 5 reading and writing skills, includes both narrative and non-fiction opportunities, all based around the classic children's novel The Lion, The Witch and The Wardrobe. Using film clips, websites and a range of texts, including those themed around evacuation and mythical creatures, this unit will immerse the children in themes central to the novel. A variety of short and long writing opportunities are embedded throughout the unit as the children analyse the story, gather content on mythological creatures and develop an extended narrative based upon The Lion, The Witch and The Wardrobe.</p> <p><b>Novel as a Theme/ Historical narrative</b></p> <p>Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></p> <p>Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></p>	<p>Reports including formal reports 2 weeks – 'Tuesday' by David Weiner, moon landings – outdoor learning – 'Tuesday' investigation. Use talk for writing – interviews/hot seating.</p> <p><b>Poems with figurative language</b> linked to Space theme.</p> <p><b>Older Literature</b> 2 weeks – Charles Dickens - A Christmas Carol</p> <p>Identify and use <b>dashes</b> to indicate <b>parenthesis</b>, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></p> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></p> <p>Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i></p> <p>Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.</p> <p>Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i></p>	<p>Myths &amp; Legends – Greek myths/legends</p> <p>Use talk for writing/story mapping.</p> <p>Leo and the Gorgon's Curse 6 weeks.</p> <p><b>Classic narrative poetry</b> 2 weeks – The Highway Man – opportunity for WOW starter – crime scene. Use talk for writing – learn poem.</p> <p><b>Performing</b></p> <p>Use appropriate intonation and volume.</p> <p>Add movement.</p> <p>Ensure meaning is clear.</p> <p>To spell further suffixes, e.g. <i>ll in full becoming l.</i></p> <p>Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i></p> <p>Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></p> <p>Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></p>	<p><b>Magazine articles</b> – Greek food – DT link</p> <p><b>Discussion – formal debate/Argument text/</b> Radio advert to move to Sparta or Athens - Athenians vs Spartans.</p> <p>Recognise and spell words with the /i:/ sound spelt ei after c, e.g. <i>deceive, receive.</i></p> <p>Use devices to build <b>cohesion</b> within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></p>	<p><b>Stories from other cultures/ Historical narrative</b> – links to Mayan culture and folktales 2 weeks</p> <p><b>Film and Playscript</b> - The Great Kapok Tree</p> <p>The Chocolate Tree</p> <p>Rainplayer</p> <p><b>Novel as a Theme/ Adventure</b> - The Explorer by Katherine Rundell 6 weeks</p> <p>Create complex sentences by using <b>relative clauses</b> with <b>relative pronouns</b> <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></p> <p>Create complex sentences where the <b>relative pronoun</b> is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></p> <p>Create and punctuate <b>sentences</b> using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Use commas to avoid <b>ambiguity</b>, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</p>	<p><b>Novel as a Theme/ Adventure</b> - The Explorer by Katherine Rundell 6 weeks continued</p> <p><b>Information booklet with range of text types</b> – Amazon Rainforest/Maya.</p> <p><b>Poems with structure</b> (performance poetry) – Haiku - Rainforest/Amazon themed</p> <p>Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</p> <p>To recognise and spell the suffixes <i>-al-, -ary-, -ic.</i></p> <p><b>Performing</b></p> <p>Use appropriate intonation and volume.</p> <p>Add movement.</p> <p>Ensure meaning is clear.</p> <p>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</p> <p>Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.</p>

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	Identify and use commas to indicate <b>parenthesis</b> , e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> Identify and use <b>brackets</b> to indicate <b>parenthesis</b> , e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> Recognise and spell words ending in <i>–ant, –ance/–ancy, –ent, –ence/–ency.</i>				Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control (see VGP). Use devices to build cohesion (see VGP). Recognise and spell words containing the letter-string <i>ough</i> .	
Y5 English ongoing writing skills	<b>Planning</b> Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research. Think how authors develop characters and settings (in books, films and performances). <b>Drafting and Writing</b> Select <i>appropriate</i> structure, vocabulary and grammar. <b>Evaluating and Editing</b> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors. To spell unstressed vowels in polysyllabic words. Develop self-checking and proof reading strategies. Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Spell words from the Year 5 list (selected from the statutory Year 5/6 word list). Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i>					
Y5 English reading	Use suffixes to understand meanings e.g. <i>–ant, –ance, –ancy, –ent, –ence, –enty, –ible, –able, –ibly, –ably.</i> traditional stories Explore the terms simile, metaphor, imagery Explain the effect on the reader of author's language Prepare formal presentations individually or in groups. Express preferences about a wider range of books including traditional stories.	Prepare poems and playscripts to read aloud and perform Using intonation, tone and volume to convey meaning Explain and discuss their understanding of what they have read, including use of presentations and debates Use notes to support information Participate in debates on an issue related to reading (fiction or non-fiction) Express preferences about a wider range of books including modern fiction, myths and legends. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Use notes to support presentation of information.	Learn a wider range of poems by heart Participate in discussions about books, building on ideas and challenging views courteously Respond to questions generated by a presentation Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Respond to questions generated by a presentation.			






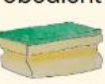

# Cop Lane C of E Primary School – English Overview 2024-2025

		Participate in debates on an issue related to reading (fiction or non-fiction).																									
Y5 English reading ongoing	<p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list).</p> <p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p> <p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p> <p>Recommend books to their peers with reasons for choices.</p> <p>Read books and texts that are structured in different ways for a range of purposes.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</p> <p>Explain the meaning of words within the context of the text.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</p> <p>Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>.</p> <p>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p> <p>Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>.</p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Distinguish between statements of fact and opinion within a text.</p> <p>Scan for key words and text mark to locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</p> <p>Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i></p>																										
Y5 spellings – Supersonic Spelling Stars adapted for academic year 24/25	<p>As Y1/Y2/Y3/Y4 and Autumn term (may differ slightly 2024-2025 academic year)</p> <table><tr><th>adding the suffix /cious/</th><th>adding the suffix /tious/</th><th>CEW Split digraph</th><th>adding the suffix /tial/</th><th>adding the suffix /cial/</th><th>CEW Easy</th><th>adding the suffix /cious/ and /tious/</th><th>adding the suffix /tial/ and /cial/</th></tr><tr><td>atrocious conscious delicious ferocious gracious luscious malicious precious spacious suspicious tenacious vivacious</td><td>ambitious cautious conscientious contentious expeditious gumptious infectious nutritious repetitious scrumptious superstitious vexatious</td><td>accommodate achieve appreciate communicate criticise exaggerate guide persuade recognise sacrifice</td><td>confidential essential influential initial impartial palatial partial potential residential sequential spatial torrential</td><td>artificial beneficial commercial crucial facial financial glacial judicial official special social superficial</td><td>individual lightening neighbour relevant shoulder symbol system temperature twelfth vegetable</td><td>cautious contentious delicious gumptious malicious precious scrumptious superstitious suspicious tenacious vexatious vivacious</td><td>artificial beneficial confidential crucial glacial influential judicial palatial partial potential social torrential</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			adding the suffix /cious/	adding the suffix /tious/	CEW Split digraph	adding the suffix /tial/	adding the suffix /cial/	CEW Easy	adding the suffix /cious/ and /tious/	adding the suffix /tial/ and /cial/	atrocious conscious delicious ferocious gracious luscious malicious precious spacious suspicious tenacious vivacious	ambitious cautious conscientious contentious expeditious gumptious infectious nutritious repetitious scrumptious superstitious vexatious	accommodate achieve appreciate communicate criticise exaggerate guide persuade recognise sacrifice	confidential essential influential initial impartial palatial partial potential residential sequential spatial torrential	artificial beneficial commercial crucial facial financial glacial judicial official special social superficial	individual lightening neighbour relevant shoulder symbol system temperature twelfth vegetable	cautious contentious delicious gumptious malicious precious scrumptious superstitious suspicious tenacious vexatious vivacious	artificial beneficial confidential crucial glacial influential judicial palatial partial potential social torrential								
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# Cop Lane C of E Primary School – English Overview 2024-2025

Spring term (may differ slightly 2024-2025 academic year)

adding the suffix /ant/	CEW /ee/ sound spelt /e/	adding the suffix /ance/	adding the suffix /ancy/	CEW /shun/ sound spelt /tion/, /sion/ & /ssion/	adding the suffix /ent/	CEW remembering the doubles
abundant	decide	abundance	accountancy	competition	absorbent	accompany
assistant	describe	assistance	consultancy	dictionary	competent	according
brilliant	determined	attendance	elegancy	explanation	confident	committee
distant	develop	brilliance	expectancy	mention	convenient	communicate
dominant	equip	distance	hesitancy	occasion	decent	embarrass
elegant	equipment	dominance	infancy	position	excellent	immediate
expectant	equipped	elegance	inhabitancy	possession	existent	immediately
fragrant	frequently	expectance	occupancy	profession	frequent	necessary
hesitant	recent	fragrance	relevancy	pronunciation	incident	
inhabitant	remember	hesitance	reluctancy	question	independent	
observant		observance	vacancy		innocent	
vacant		performance	vibrancy		obedient	
						

Summer term (may differ slightly 2024-2025 academic year)

adding /ant/ and /ent/	adding the suffix /ence/	adding the suffix /ency/	CEW remembering the doubles	adding /ance/ and /ence/	adding /ancy/ and /ency/	adding the suffix /able/	CEW /s/ sound using the /c/ spelling	adding the suffix /ible/	adding /able/ and /ible/
absorbent	competence	absorbency	aggressive	brilliance	absorbency	achievable	century	accessible	adorable
assistant	conference	competency	apparent	confidence	competency	adorable	cemetery	collapsible	changeable
confident	confidence	consistency	community	convenience	consultancy	changeable	criticise	convertible	collapsible
decent	convenience	currency	embarrass	difference	decency	comfortable	existence	digestible	comfortable
dominant	difference	decency	harass	dominance	emergency	considerable	hindrance	edible	considerable
expectant	excellence	efficiency	immediately	hesitance	expectancy	debatable	medicine	flexible	edible
frequent	existence	emergency	interrupt	inhabitan	frequency	dependable	notice	impossible	impossible
hesitant	independence	fluency	marvellous	innocence	hesitancy	enjoyable	prejudice	incredible	incredible
innocent	innocence	frequency	occupy	obedience	inhabitancy	excitable	pronunciation	irresistible	noticeable
obedient	obedience	residency	occur	observance	urgency	noticeable	sincere	legible	reliable
observant	preference	transparency		performance	vacancy	reliable		sensible	sensible
vacant	sequence	urgency		sequence	vibrancy	understandable		visible	visible
									

Please see newsletters sent home via Seesaw for supporting at home. We encourage children to write the spelling patterns in sentences, not in a weekly test.



# Cop Lane C of E Primary School – English Overview 2024-2025

Y5 Spoken Language	Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
	<p>Listen and evaluate how spoken language varies in different contexts according to purpose and audience, <i>e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i></p> <p>Listen and identify how intonation and expression affects meaning, <i>e.g. when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</i></p> <p>Listen and evaluate viewpoints from adults and peers, <i>e.g. identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</i></p>	<p>Discuss and analyse how spoken language is used within different contexts according to purpose and audience, <i>e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i></p> <p>Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers.</p> <p>Ask a range of appropriate questions to clarify and refine thinking.</p> <p>Participate in discussions and debates building on their own and others' ideas, challenging views courteously.</p> <p>Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', <i>e.g. How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i></p> <p>Speak with appropriate volume and fluency maintaining the attention of others.</p>	<p>Use correct Standard English when speaking in informal contexts.</p> <p>Select and use appropriate registers for effective communication in a range of contexts, <i>e.g. non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.</i></p> <p>Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, <i>e.g. -First of all, ... -In addition to... -On the other hand, ... -Similarly, ...</i></p>	<p>Introduce, explore and evaluate new vocabulary orally, <i>e.g. author's choice of language in texts, technical vocabulary etc.</i></p> <p>Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions.</p> <p>Express feelings orally and select precise vocabulary to articulate an opinion, <i>e.g. linked to PSHE or English.</i></p>	<p>Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience.</p> <p>Prepare oral retellings of non-fiction texts/sections of non-fiction texts (or innovated/invented versions) in order to perform to an audience.</p> <p>Participate in role in English and across the curriculum, <i>e.g. paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.</i></p> <p>Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience.</p> <p>Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.</p>

# Cop Lane C of E Primary School – English Overview 2024-2025

Y6 Key Texts		 				
Y6 Class novel/daily reading						
Y6	<p><b>The Nowhere Emporium LPDS bridging unit.</b> Novel as a Theme</p> <p>Themed around magic, mystery and much more, both the narrative and non-fiction units within this publication, interweave reading and writing skills from Year 5 and Year 6. Children will be taken on a magical journey whilst reading Ross MacKenzie's award-winning The Nowhere Emporium. Regular short and long writing opportunities are embedded throughout the sequence - with opportunities for further challenge and independent writing also signposted – whilst the final written outcome is an</p>	<p><b>Recount: Biography and autobiography</b> Winston Churchill 3 weeks</p> <p><b>Flashbacks/Time Shifts</b> – Time Train to the Blitz 3 weeks</p> <p><b>Classic narrative poetry/poetry with imagery linking to Remembrance 1 week</b></p> <p>Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> Use a wide range of devices to build cohesion within and across paragraphs.</p>	<p><b>Fiction/Recount – The Arrival 4 weeks</b></p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></p> <p>Explore and investigate <b>active and passive</b> e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></p> <p>Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark.</i></p>	<p>Using a quality text, <i>The Lion and Albert</i> by Marriott Edgar, a range of writing opportunities have been carefully planned across four key sections. These outcomes have been selected to target specific statements and skills from both the Lancashire Key Learning Documents for Reading and Writing and the STA Key Stage 2 Teacher Assessment Framework (TAF).</p> <p>- <b>Immersion into text</b> – 5 sessions</p> <p>- <b>Narrative: 1st person perspectives through diary entries and short flashback story</b> – 7 sessions</p>	<p><b>The 1000 Year Old Boy LPDS Y6 to support End of Key Stage Expectations</b></p> <p>Integrated unit (narrative and non-fiction) - a new ending based on the model from The 1,000 Year Old Boy (narrative) - a persuasive advert (non-fiction) - a non-chronological report (non-fiction)</p> <p>Poetry unit - a poem about ageing based on a model</p>	<p><b>The 1000 Year Old Boy LPDS Y6 to support End of Key Stage Expectations</b></p> <p>Integrated unit (narrative and non-fiction) - a new ending based on the model from The 1,000 Year Old Boy (narrative) - a persuasive advert (non-fiction) - a non-chronological report (non-fiction)</p> <p>Poetry unit - a poem about ageing based on a model</p> <p><b>Range of writing opportunities to support end of key stage expectations</b></p> <p>Poems – free verse (world refugee week) 1 week</p>

# Cop Lane C of E Primary School – English Overview 2024-2025

<p>extended narrative based around the plot of The Nowhere Emporium. This is followed by a non-fiction unit, flexibly themed around magic or the circus – it's your choice! Following research, children will work towards producing a <b>hybrid information text</b> in the form of a magazine page. This includes a mini biography, a discussion text and a non-chronological report. The children could be finding out about the history of magic, researching a famous magician or discussing whether animals should be allowed to perform in a circus. Lots of interesting facts to find and discussions to have!</p> <p>Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then</i>.</p> <p>Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</p> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter</i>.</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables</i>.</p>	<p>Investigate and collect a range of <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</p>	<p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter</i>.</p> <p>Use <b>active</b> and <b>passive</b> voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative</i>.</p>	<p>- Communication: <b>Email Letters</b> – <b>7 sessions</b></p> <p>- Persuasion: <b>Adverts and Reviews</b> – <b>8 sessions</b></p> <p>Opportunities for further stretch have also been referenced throughout the unit to demonstrate where learning could be taken further if, and when, appropriate.</p> <p><b>Persuasion and Discussion – 2 weeks</b></p> <p>Punctuate <b>bullet points</b> consistently. Identify and use <b>semi-colons</b> within lists.</p> <p>Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i></p> <p>Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest</i>.</p> <p>Blend dialogue within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></p>		
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# Cop Lane C of E Primary School – English Overview 2024-2025

<p><b>Y6 English writing ongoing skills</b></p>	<p><b>Planning</b>  Identify audience and purpose.  Choose appropriate text-form and type for all writing.  Select the appropriate structure, vocabulary and grammar.  Draw on similar writing models, reading and research.  Compare how authors develop characters and settings (in books, films and performances).  Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></p> <p><b>Drafting and Writing</b>  Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.  Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).  Consciously control the use of different sentence structures for effect.  Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i>  Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i>  Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one-word sentence.</i>  Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i>  Précis longer passages.</p> <p><b>Evaluating and Editing</b>  Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.  Proofread for grammatical, spelling and punctuation errors.</p> <p><b>Performing</b>  Use appropriate and effective intonation and volume.  Add gesture and movement to enhance meaning.  Encourage and take account of audience engagement.</p> <p><b>Spelling</b>  Recognise and spell endings which sound like /<del>ss</del>/, spelt – <i>cious</i> or –<i>tious</i>.  Recognise and spell endings which sound like /<del>ss</del>/, e.g. <i>official, partial</i>.  Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference</i>.  Investigate use of the hyphen.  Investigate and use further prefixes, e.g. <i>bi- trans- telecircum-</i>.  Distinguish between homophones and other words that are often confused.  Identify root words, derivations and spelling patterns as a support for spelling.  Be secure with all spelling rules previously taught.  Use a number of different strategies interactively in order to spell correctly.  Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.  Spell words from the Year 6 list (selected from the statutory Year 5/6 word list).</p> <p><b>Handwriting and Presentation</b>  Write, using a joined style, with increasing speed.  Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></p>
<p><b>Y6 English reading ongoing</b></p>	<p>Read books at an age appropriate interest level.  Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.  Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i>.  Use suffixes to understand meanings e.g. –<i>cious, -tious, -tial, -cial</i>.  Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).  Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i>.  Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.  Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.  Independently read longer texts with sustained stamina and interest.  Recommend books to their peers with detailed reasons for their opinions.  Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.  Learn a wider range of poems by heart.  Prepare poems and play scripts to read aloud and perform using dramatic effects.</p>










# Cop Lane C of E Primary School – English Overview 2024-2025

Explain the meaning of new vocabulary within the context of the text.  
 Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*  
 Use a reading journal to record on-going reflections and responses to personal reading.  
 Explore texts in groups and deepen comprehension through discussion.  
 Provide reasoned justifications for their views.  
 Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.  
 Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.  
 Predict what might happen from information stated and implied.  
 Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.  
 Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*.  
 Compare characters within and across texts.  
 Compare texts written in different periods.  
 Recognise themes within and across texts e.g. *hope, peace, fortune, survival*.  
 Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.  
 Skim for gist.  
 Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.*  
 Use a combination of skimming, scanning and close reading across a text to locate specific detail.  
 Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.  
 Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*  
 Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument.*  
 Explore, recognise and use the terms personification, analogy, style and effect.  
 Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.  
 Participate in discussions about books, building on their own and others' ideas and challenging views courteously.  
 Explain and discuss their understanding of what they have read, including through formal presentations and debates.  
 Prepare formal presentations individually or in groups.  
 Use notes to support presentation of information.  
 Respond to questions generated by a presentation.  
 Participate in debates on issues related to reading (fiction/non-fiction).






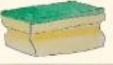

As Y1/Y2/Y3/Y4 and Autumn term (may differ slightly 2024-2025 academic year)

Y6  
spellings –  
Supersonic  
Spelling  
Stars  
adapted  
for  
academic  
year  
24/25



adding the suffix /cious/	adding the suffix /tious/	CEW Split digraph	adding the suffix /tial/	adding the suffix /cial/	CEW Easy	adding the suffix /cious/ and /tious/	adding the suffix /tial/ and /cial/
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# Cop Lane C of E Primary School – English Overview 2024-2025

Spring term (may differ slightly 2024-2025 academic year)

adding the suffix /ant/	CEW /ee/ sound spelt /e/	adding the suffix /ance/	adding the suffix /ancy/	CEW /shun/ sound spelt /tion/, /sion/ & /ssion/	adding the suffix /ent/	CEW remembering the doubles
abundant	decide	abundance	accountancy	competition	absorbent	accompany
assistant	describe	assistance	consultancy	dictionary	competent	according
brilliant	determined	attendance	elegancy	explanation	confident	committee
distant	develop	brilliance	expectancy	mention	convenient	communicate
dominant	equip	distance	hesitancy	occasion	decent	embarrass
elegant	equipment	dominance	infancy	position	excellent	immediate
expectant	equipped	elegance	inhabitancy	possession	existent	immediately
fragrant	frequently	expectance	occupancy	profession	frequent	necessary
hesitant	recent	fragrance	relevancy	pronunciation	incident	
inhabitant	remember	hesitance	reluctancy	question	independent	
observant		observance	vacancy		innocent	
vacant		performance	vibrancy		obedient	
						

Summer term (may differ slightly 2024-2025 academic year)

adding /ant/ and /ent/	adding the suffix /ence/	adding the suffix /ency/	CEW remembering the doubles	adding /ance/ and /ence/	adding /ancy/ and /ency/	adding the suffix /able/	CEW /s/ sound using the /c/ spelling	adding the suffix /ible/	adding /able/ and /ible/
absorbent	competence	absorbency	aggressive	brilliance	absorbency	achievable	century	accessible	adorable
assistant	conference	competency	apparent	confidence	competency	adorable	cemetery	collapsible	changeable
confident	confidence	consistency	community	convenience	consultancy	changeable	criticise	convertible	collapsible
decent	convenience	currency	embarrass	difference	decency	comfortable	existence	digestible	comfortable
dominant	difference	decency	harass	dominance	emergency	considerable	hindrance	edible	considerable
expectant	excellence	efficiency	immediately	hesitance	expectancy	debatable	medicine	flexible	edible
frequent	existence	emergency	interrupt	inhabitance	frequency	dependable	notice	impossible	impossible
hesitant	independence	fluency	marvellous	innocence	hesitancy	enjoyable	prejudice	incredible	incredible
innocent	innocence	frequency	occupy	obedience	inhabitancy	excitable	pronunciation	irresistible	noticeable
obedient	obedience	residency	occur	observance	urgency	noticeable	sincere	legible	reliable
observant	preference	transparency		performance	vacancy	reliable		sensible	sensible
vacant	sequence	urgency		sequence	vibrancy	understandable		visible	visible
									

Please see newsletters sent home via Seesaw for supporting at home. We encourage children to write the spelling patterns in sentences, not in a weekly test.



# Cop Lane C of E Primary School – English Overview 2024-2025

Y6 Spoken Language	Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
	<p>Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</p> <p>Listen and identify how intonation and expression affects meaning, e.g. when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</p> <p>Listen and evaluate viewpoints from adults and peers, e.g. identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</p>	<p>Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</p> <p>Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers.</p> <p>Ask a range of appropriate questions to clarify and refine thinking.</p> <p>Participate in discussions and debates building on their own and others' ideas, challenging views courteously.</p> <p>Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</p> <p>Speak with appropriate volume and fluency maintaining the attention of others.</p>	<p>Use correct Standard English when speaking in informal contexts.</p> <p>Select and use appropriate registers for effective communication in a range of contexts, e.g. non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.</p> <p>Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, e.g.- First of all, ... -In addition to... -On the other hand, ... -Similarly, ...</p>	<p>Introduce, explore and evaluate new vocabulary orally, e.g. author's choice of language in texts, technical vocabulary etc.</p> <p>Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions.</p> <p>Express feelings orally and select precise vocabulary to articulate an opinion, e.g. linked to PSHE or English.</p>	<p>Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience.</p> <p>Prepare oral retellings of non-fiction texts/sections of non-fiction texts (or innovated/invented versions) in order to perform to an audience.</p> <p>Participate in role in English and across the curriculum, e.g. paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.</p> <p>Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience.</p> <p>Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.</p>