

Cop Lane C of E Primary School – ongoing English Overview 2025-2026

	Phonics/Handwriting	Grammar	Spelling
EYFS	3 and 4 year olds will be learning to: - Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother - Engage in extended conversations about stories, learning new vocabulary. Children in Reception will be learning to: - 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 some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment -ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		3 and 4 year olds will be learning to: - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. - Write some letters accurately. Children in Reception will be learning to: - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Y1	Phonics – as appropriate expected - The Basics 4 and the Higher Levels Supersonic Phonic Friends during Year 1 SSPF Super Six to support adaptive teaching and keep up phonics/intervention Handwriting Pupils should be taught to: - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Grammar Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - joining words and joining sentences using <i>and</i> - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. Kung Fu punctuation	Spelling Pupils should be taught to: spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week (link to maths) name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest] *Phonics links apply simple spelling rules and guidelines write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. * SSPF Spelling for Y1
Y1 spelling s	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		

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Y2	SSPF Super Six to support adaptive teaching and keep up phonics/intervention Phonics – as appropriate – children not completed and secure in The Higher Levels in Supersonic Phonic Friends Moving onto Spelling programme if secure in the Higher Levels. *New for 2022, SSPF Y2 spelling programme. Handwriting Pupils should be taught to: - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters.	Grammar Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular • learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> - the present and past tenses correctly and consistently including the progressive form - subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) - grammar for year 2 in English Appendix - some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Spelling * SSPF Y2 spelling programme. Pupils should be taught to: spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful, -less, -ly</i> apply spelling rules and guidelines, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Y2 spelling s	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		
Y3	FACILITATE PHONICS AS APPROPRIATE Supersonic Phonic Friends. Handwriting Pupils should be taught to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Grammar Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>, - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	Spelling Pupils should be taught to: - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls', boys'</i>] and in words with irregular plurals [for example, <i>children's</i>] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. *Supersonic Spelling Stars NEW September 2024

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Y3 spelling s	As Y1/Y2 and accident(ally) century February length popular strange actual(ly) circle forward(s) library potatoes thought address decide fruit minute promise through answer describe heard naughty purpose weight arrive early heart notice quarter woman/women believe earth height occasion(ally) question bicycle eight/eighth history often reign centre enough learn perhaps sentence		
Y4	FACILITATE PHONICS AS APPROPRIATE Supersonic Phonic Friends. Handwriting Pupils should be taught to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Grammar Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	Spelling Pupils should be taught to: - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. *Supersonic Spelling Stars NEW September 2024 – follow Y4 programme after completing Y3 as advised by Y3 staff on hand up
Y4 spelling s	As Y1/Y2/Y3 and appear continue grammar material possible suppose breadth different group medicine pressure surprise breathe difficult guard mention probably therefore build disappear guide natural recent though/although busy/business exercise imagine opposite regular calendar experience important ordinary remember caught experiment increase particular separate certain extreme interest peculiar special complete famous island position straight consider favourite knowledge possess(ion) strength		
Y5	Handwriting Pupils should be taught to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.	Grammar Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses	Spelling Pupils should be taught to: - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [e.g. knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. *Supersonic Spelling Stars NEW September 2024 – follow Y5 programme

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		• using a colon to introduce a list • punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Y5 spelling s	As Y1/Y2/Y3/Y4 and apparent cemetery determined explanation interfere occupy rhythm amateur communicate develop familiar language occur secretary ancient community dictionary foreign leisure persuade shoulder available conscience* environment forty lightning physical soldier average convenience equip (-ped, -ment) government muscle programme stomach bargain curiosity excellent hindrance neighbour queue temperature bruise desperate existence individual nuisance recognise twelfth rhyme vegetable		
Y6	Handwriting Pupils should be taught to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.	Grammar Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	Spelling Pupils should be taught to: - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [e.g. <i>knight, psalm, solemn</i>] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. *Supersonic Spelling Stars NEW September 2024 – follow Y6 programme after completing Y5 as advised by Y5 staff on hand up
Y6 spelling s	As Y1/Y2/Y3/Y4/Y5 and accommodate category disastrous immediate(ly) privilege sincere(ly) accompany committee embarrass interrupt profession sufficient according competition especially marvellous pronunciation suggest achieve conscious* exaggerate mischievous recommend symbol aggressive controversy frequently necessary relevant system appreciate correspond guarantee opportunity restaurant thorough attached criticise (critic + ise) harass parliament sacrifice variety awkward definite identity prejudice signature vehicle yacht		