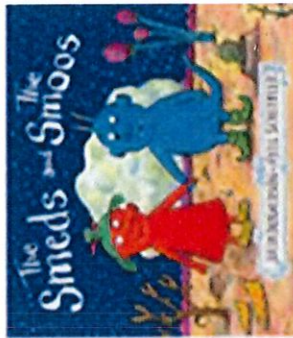
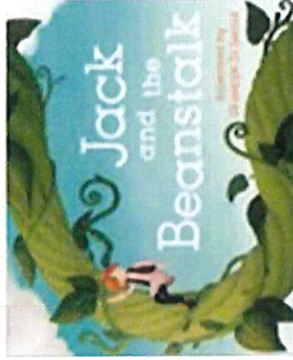
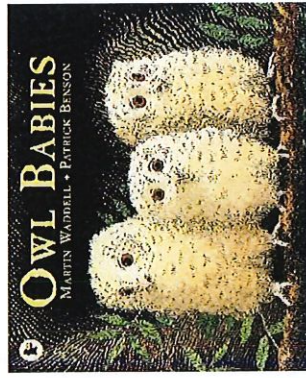
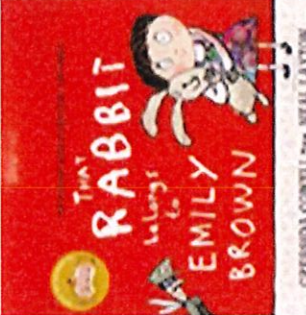




| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| NB – EY2P Transition unit during Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
| Grammar and Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Composition                                                                                                                                                                                                                                                                                                                                                                                 | Phonics                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |
| <ul style="list-style-type: none"><li>- Leave spaces between words</li><li>- Nouns (singular and plural) as objects, people and places, and use them appropriately</li><li>- Verbs as action/doing words and use them appropriately</li><li>- Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark</li><li>- Use what is happening (main verb) to help work out where a sentence should end</li><li>- Recognise statements, questions and exclamations</li><li>- Recognise verbs as action/doing words and use them appropriately</li></ul>                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>- Understand what a sentence is and recognise sentences in reading</li><li>- Say sentences out loud before writing them</li><li>- Write sentences: sequencing them to form short narratives or recount events</li><li>- Write sentences: re-reading to check that it makes sense</li><li>- Discuss writing with the teacher or other pupils</li></ul> | <ul style="list-style-type: none"><li>ff ss zz ll ck nk</li><li>tch ve ai</li><li>oi ay oy</li><li>suffix s/es a_e</li><li>e-e i-e o-e</li><li>u-e u-e ar</li><li>ee suffixes ed/ing</li><li>ea</li><li>er ir ur</li><li>oo oa</li><li>oe suffixes er/est</li><li>ou ow</li></ul>                                                                                                          |                                                                                     |
| Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
| Grammar and Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Composition                                                                                                                                                                                                                                                                                                                                                                                 | Phonics                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |
| <ul style="list-style-type: none"><li>- Leave spaces between words</li><li>- Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark</li><li>- Recognise nouns (singular and plural) as objects, people and places, and use them appropriately</li><li>- Use capital letters for names of people, places, days of the week and the personal pronoun I</li><li>- Understand the job of an adjective and am beginning to use them to create simple noun phrases</li><li>- Use what is happening (main verb) to help work out where a sentence should end</li><li>- Recognise statements, questions and exclamations</li><li>- Recognise verbs as action/doing words and use them appropriately</li><li>- Join words and clauses using and, or, but, so, because</li></ul> | <ul style="list-style-type: none"><li>- Understand what a sentence is and recognise sentences in reading</li><li>- Say sentences out loud before writing them</li><li>- Write sentences: sequencing them to form short narratives or recount events</li><li>- Write sentences: re-reading to check that it makes sense</li><li>- Discuss writing with the teacher or other pupils</li></ul> | <p>Spell plural nouns and some verbs by adding -s or -es</p> <p>ue ew</p> <p>ew k before y i e</p> <p>ie igh</p> <p>or ore aw</p> <p>au air Prefix un</p> <p>ear (long e-r) ear (air)</p> <p>are y ph</p> <p>wh e o</p> <p>Review: ff ll ss zz ck nk tch</p> <p>Review: ve ai oi ay</p> <p>Review: oy a-e e-e i-e</p> <p>Review: o-e u-e ar</p>                                            |                                                                                     |
| Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
| Grammar and Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Composition                                                                                                                                                                                                                                                                                                                                                                                 | Phonics                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |
| <ul style="list-style-type: none"><li>- Leave spaces between words</li><li>- Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark</li><li>- Recognise and use the personal pronouns I, he, she, we, they, it and you</li><li>- Recognise verbs as action/doing words and use them appropriately</li><li>- Recognise regular and irregular verbs</li><li>- Write in the past and the present tense</li><li>- Join words and clauses using and, or, but, so, because</li></ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>- Understand what a sentence is and recognise sentences in reading</li><li>- Say sentences out loud before writing them</li><li>- Write sentences: sequencing them to form short narratives or recount events</li><li>- Write sentences: re-reading to check that it makes sense</li><li>- Discuss writing with the teacher or other pupils</li></ul> | <p>g c</p> <p>Phonics Screening</p> <p>Review: ee ea er</p> <p>Review: ir ur oo oo (u)</p> <p>Review: oa oe ou</p> <p>Review: ow ue ew</p> <p>Review: ew ie igh</p> <p>Review: or ore aw au</p> <p>Review: air ear are</p> <p>Review: y ph wh e</p> <p>Review: o Prefix un k before e, y, i &amp; syllable words</p> <p>Compound Words Numbers Contractions</p> <p>Days Months Colours</p> |                                                                                     |
| Teaching and learning through a range of quality texts:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                        |  |
| Goldilocks and the Three Bears<br>by Axel Scheffler                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The Smeds and the Smoos<br>by Julia Donaldson and Axel Scheffler                                                                                                                                                                                                                                                                                                                            | Room on the Broom<br>by Julia Donaldson and Axel Scheffler                                                                                                                                                                                                                                                                                                                                 | Jack and the Beanstalk<br>by Giuseppe Di Lernia                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                        |  |
| Sometimes I Am Furious<br>by Timothy Knapman and Joe Berger                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Owl Babies<br>by Martin Waddell                                                                                                                                                                                                                                                                                                                                                             | That Rabbit Belongs to Emily Brown<br>by Cressida Cowell                                                                                                                                                                                                                                                                                                                                   | Ten Little Pirates<br>by Mike Brownlow                                              |



Autumn

| Grammar and Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Composition                                                                                                                                                                                                                                                                                                                                                                                             | Phonics                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Nouns</li><li>- Nouns/proper nouns</li><li>- Verbs</li><li>- Homophones - two/to/too</li><li>- Questions</li><li>- Being verbs</li><li>- Subject-verb agreement</li><li>- Homophones - there/their, where/were/wear</li><li>- Exclamations</li><li>- Noun phrases</li><li>- Expanded noun phrases</li><li>- Descriptive verbs</li><li>- Expanded noun phrases</li><li>- Commas in a list</li><li>- Starter sentences</li></ul> | <ul style="list-style-type: none"><li>- Develop a positive attitude towards writing</li><li>- Develop stamina for writing</li><li>- Plan and talk about ideas</li><li>- Simple changes or add to writing: after evaluating it with others; re-reading to check that it makes sense; proof-reading for spelling, grammar and punctuation</li><li>- Begin to group ideas together in paragraphs</li></ul> | <p>dge g<br/>k kn<br/>gn wr<br/>le el il<br/>al homophone<br/>Vowel suffix (drop e rule)<br/>Vowel suffix (double rule)<br/>Vowel suffix (y to i rule)<br/>y al (or)<br/>o (u) ey<br/>after w-a after w-or<br/>after w-ar s (zsh)<br/>ti i</p> |

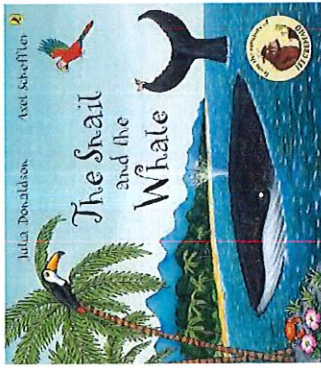
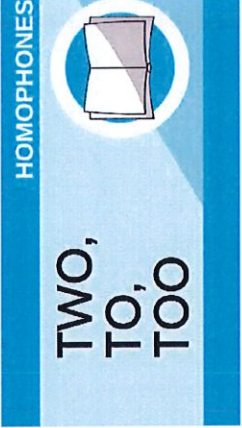
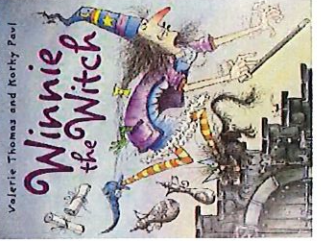
Spring

| Grammar and Vocabulary                                                                                                                                                                                                                                                                                                                                                                                 | Composition                                                                                                                                                                                                                                                                                                                                                                                             | Phonics                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Main sentences</li><li>- Conjunctions and, but</li><li>- Conjunctions so, because</li><li>- Conjunctions as, when</li><li>- Pronouns</li><li>- Noun phrases</li><li>- Simple present tense</li><li>- Conjunctions if, even though, before, after</li><li>- Simple past/past continuous tense</li><li>- Simple present tense/present continuous tense</li></ul> | <ul style="list-style-type: none"><li>- Develop a positive attitude towards writing</li><li>- Develop stamina for writing</li><li>- Plan and talk about ideas</li><li>- Simple changes or add to writing: after evaluating it with others; re-reading to check that it makes sense; proof-reading for spelling, grammar and punctuation</li><li>- Begin to group ideas together in paragraphs</li></ul> | <p>Consonant suffixes<br/>Contractions<br/>Possessive apostrophe<br/>Review: dge g k kn gn wr le el il al y<br/>al (or)<br/>Adding suffix</p> |

Summer

| Grammar and Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                              | Composition                                                                                                                                                                                                                                                                                                                                                                                             | Phonics                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Present/past tenses</li><li>- Recognise regular and irregular verbs</li><li>- Join clauses using a wider range of conjunctions</li><li>- Standard English</li><li>- Inverted commas and the apostrophe for contraction and possession (singular)</li><li>- Apostrophes for contraction and possession (singular) appropriately</li><li>- Understand when not to use an apostrophe</li></ul> | <ul style="list-style-type: none"><li>- Develop a positive attitude towards writing</li><li>- Develop stamina for writing</li><li>- Plan and talk about ideas</li><li>- Simple changes or add to writing: after evaluating it with others; re-reading to check that it makes sense; proof-reading for spelling, grammar and punctuation</li><li>- Begin to group ideas together in paragraphs</li></ul> | <p>Review: o (u) ey<br/>after w-a after w-or<br/>after w-ar s (zsh)<br/>ti i<br/>Homophone<br/>Vowel suffix (drop e rule)<br/>Vowel suffix (double rule)<br/>Vowel suffix (y to i rule)<br/>Consonant suffixes<br/>Contractions<br/>Possessive apostrophe<br/>CEWs</p> |

Teaching and learning through a range of quality texts:

|                                                                                       |                                                                                       |                                                                                      |                                                                                     |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| The Snail and the Whale<br>by Julia Donaldson                                         | The Lighthouse Keeper's Lunch<br>by Ronda and David Armitage                          | Homophone poem - two/to/too                                                          | Winnie the Witch<br>by Korky Paul and Valerie Thomas                                |



## St Wilfrid's Catholic Primary School

English 2025/2026

### Overview of Year 3

#### Autumn

| Grammar and Vocabulary                                                                                                                                                                                            | Composition                                                                                                                                                                                                | Spelling                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Word classes</li><li>- Statements, Exclamations, Questions</li><li>- Range of punctuation</li><li>- Expanded noun phrases</li><li>- Wider range of conjunctions</li></ul> | <ul style="list-style-type: none"><li>- Paragraphs around a theme</li><li>- Creating setting, characters and plot in stories</li><li>- Organising non-fiction</li><li>- Proofreading and editing</li></ul> | <ul style="list-style-type: none"><li>Long A</li><li>Long E</li><li>Long I</li><li>Long O</li><li>Long OO</li><li>OU and OW</li><li>Revise Plurals</li><li>Suffix ly</li><li>Prefix re</li><li>Contractions</li></ul> |

#### Spring

| Grammar and Vocabulary                                                                                                                                                                          | Composition                                                                                                                                                                                                | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Commas to make clauses</li><li>- Main and subordinate clauses</li><li>- Verb tenses including the perfect form</li><li>- Determiners a/an/the</li></ul> | <ul style="list-style-type: none"><li>- Paragraphs around a theme</li><li>- Creating setting, characters and plot in stories</li><li>- Organising non-fiction</li><li>- Proofreading and editing</li></ul> | <ul style="list-style-type: none"><li>Prefix 2 un, mis and dis</li><li>Prefix 3 bi</li><li>Homophones and near homophones</li><li>Suffix 2 ly</li><li>Suffix 3 ly where the root word ends in ic or al</li><li>Spelling Pattern 1: /k/ sound spelt with ch</li><li>Spelling Pattern 2: short /u/ sound spelt with y</li><li>Suffix 4 er/ed/ing - do not double the final consonant</li><li>Suffix 5 er/ed/en/ing -double the final consonant</li></ul> |

#### Summer

| Grammar and Vocabulary                                                                                                                                                          | Composition                                                                                                                                                                                                | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Apostrophes for omission and possession</li><li>- Standard English</li><li>- Direct speech</li><li>- Adverbs and Prepositions</li></ul> | <ul style="list-style-type: none"><li>- Paragraphs around a theme</li><li>- Creating setting, characters and plot in stories</li><li>- Organising non-fiction</li><li>- Proofreading and editing</li></ul> | <ul style="list-style-type: none"><li>Review: Possessive</li><li>Apostrophe (single nouns)</li><li>The /zhuh/ sound spelt sure</li><li>The /chuh/ sound spelt ture</li><li>The short /u/sound spelt ou</li><li>The short /u/sound spelt o</li><li>The /sh/ sound spelt ch</li><li>Words ending in the /g/ sound spelt gue and the /k/ sound spelt que</li><li>Suffix 6 ful and less</li><li>Words ending in ary</li><li>Introduction to Silent Letters</li></ul> |

### Teaching and learning through a range of quality texts:

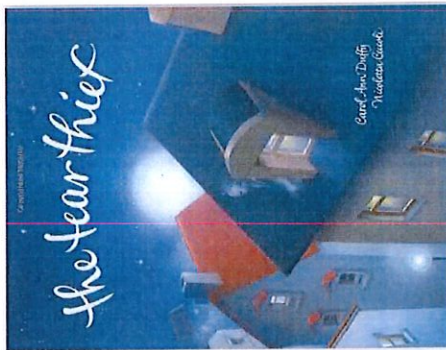
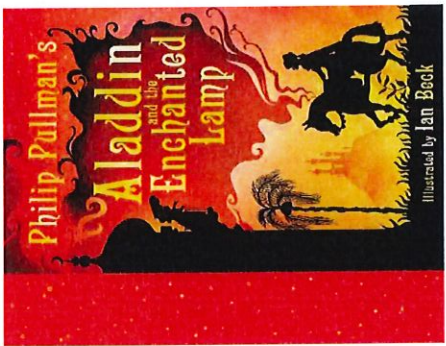
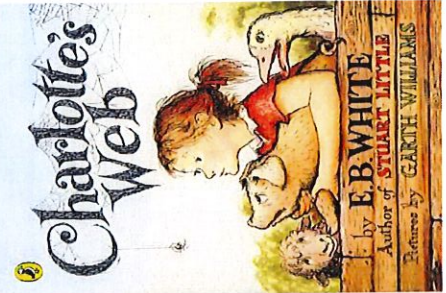
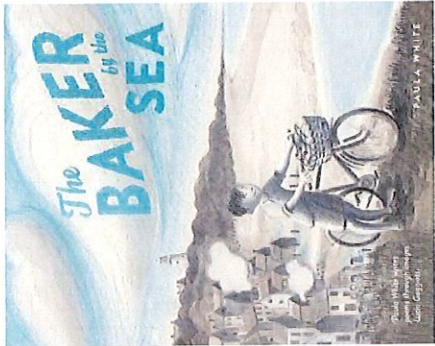
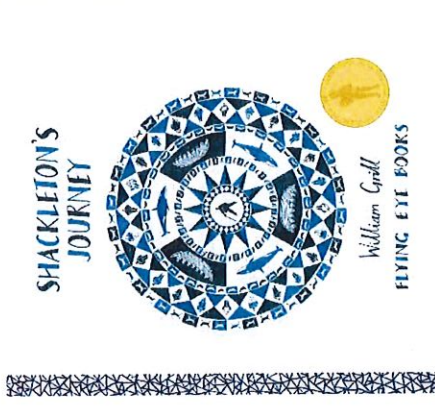
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|-------------------------------------------------------------|-------------------------------|-------------------------------------------|-----------------------------------|
|                                                             |                               |                                           |                                   |
| The First Drawing<br>by Mordicai Gerstein                   | The Tin Forest by Helen Ward  | The Hodgeheg<br>by Dick King-Smith        | The Magic Finger<br>by Roald Dahl |
|                                                             |                               |                                           |                                   |
| The True Story of the Three Little Pigs!<br>by Jon Scieszka | Our Tower<br>by Joseph Coelho | Escape from Pompeii<br>by Christina Balit | Greek Myths                       |



# St Wilfrid's Catholic Primary School

English 2025/2026

## Overview of Year 4

| Autumn                                                                                                                                                                                                                        |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Grammar and Vocabulary                                                                                                                                                                                                        | Composition                                                                                                                                                                                                                               | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |
| <ul style="list-style-type: none"><li>- Word classes</li><li>- Nouns and pronouns</li><li>- Range of punctuation</li><li>- Expanded noun phrases</li><li>- Wider range of conjunctions</li></ul>                              | <ul style="list-style-type: none"><li>- Paragraphs around a theme</li><li>- Creating setting, characters and plot in stories</li><li>- Using organisational devices in non-fiction</li><li>- Evaluating, editing and redrafting</li></ul> | <ul style="list-style-type: none"><li>- Less common long vowel A</li><li>- Less common long vowel E</li><li>- Less common long vowel I</li><li>- Less common long vowel O</li><li>- Less common long vowel OO</li><li>- Statutory Words 1</li><li>- The /aw/ sound spelt augh or au</li><li>- Prefix 1 in</li><li>- Prefix 2 in</li><li>- Possessive Apostrophe</li><li>- Homophones and Near Homophones</li><li>- Statutory Words 2</li></ul> |                                                                                     |
| Spring                                                                                                                                                                                                                        |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |
| Grammar and Vocabulary                                                                                                                                                                                                        | Composition                                                                                                                                                                                                                               | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |
| <ul style="list-style-type: none"><li>- Main and subordinate clauses</li><li>- Verb tenses</li><li>- Standard English</li><li>- Apostrophes for contraction and possession (including regular and irregular nouns).</li></ul> | <ul style="list-style-type: none"><li>- Paragraphs around a theme</li><li>- Creating setting, characters and plot in stories</li><li>- Using organisational devices in non-fiction</li><li>- Evaluating, editing and redrafting</li></ul> | <ul style="list-style-type: none"><li>- Prefix 3 il or ir</li><li>- Prefix 4 auto</li><li>- Prefix 5 anti</li><li>- Suffix 1 ous</li><li>- Suffix 2 ous</li><li>- Statutory Words 3</li><li>- Review or, one and aw</li><li>- Words ending with tion</li><li>- Homophones and Near Homophones</li><li>- Prefix 6 ex</li><li>- Words ending with sion</li><li>- Statutory Words 4</li></ul>                                                     |                                                                                     |
| Summer                                                                                                                                                                                                                        |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |
| Grammar and Vocabulary                                                                                                                                                                                                        | Composition                                                                                                                                                                                                                               | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |
| <ul style="list-style-type: none"><li>- Direct speech</li><li>- Fronted adverbials</li><li>- Clauses and phrases</li><li>- Conjunctions, adverbs and prepositions to express time, place and cause</li></ul>                  | <ul style="list-style-type: none"><li>- Paragraphs around a theme</li><li>- Creating setting, characters and plot in stories</li><li>- Using organisational devices in non-fiction</li><li>- Evaluating, editing and redrafting</li></ul> | <ul style="list-style-type: none"><li>- Words ending with ssion</li><li>- Words ending with cian</li><li>- Prefix 7 sub and super</li><li>- Prefix 8 inter</li><li>- Suffix 3 -ation</li><li>- Statutory Words 5 and review</li><li>- The /s/ sound spelt sc</li><li>- The /s/ sound spelt ce</li><li>- The /s/ sound spelt ci</li><li>- Prefix 9 non</li><li>- Homophones and Near Homophones</li><li>- Statutory Words 6: review</li></ul>   |                                                                                     |
| Teaching and learning through a range of quality texts:                                                                                                                                                                       |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |
|                                                                                                                                          |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                            |  |
| The Tear Thief<br>by Carol Ann Duffy                                                                                                                                                                                          | Aladdin and the Enchanted Lamp<br>by Phillip Pullman                                                                                                                                                                                      | Charlotte's Web<br>by E.B. White                                                                                                                                                                                                                                                                                                                                                                                                               | A Career in Witchcraft<br>by Kaye Umansky<br>(short story)                          |
|                                                                                                                                          |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                             |  |
| Until I Met Dudley<br>by Roger McGough                                                                                                                                                                                        | The Baker by the sea<br>by Paula White                                                                                                                                                                                                    | The Sound Collector<br>by Roger McGough<br>(poem)                                                                                                                                                                                                                                                                                                                                                                                              | Shakleton's Journey<br>by William Grill                                             |



## St Wilfrid's Catholic Primary School

English 2025/2026

### Overview of Year 5

#### Autumn

| Grammar and Vocabulary                                                                                                                                                                                  | Composition                                                                                                                                                                                                                                                                                                                                                                                 | Spelling                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Word classes</li><li>- Abstract nouns</li><li>- Expanded noun phrases to give complicated information concisely</li><li>- Wider range of conjunctions</li></ul> | <ul style="list-style-type: none"><li>- Range of devices to develop my paragraphs in detail</li><li>- Describe settings, characters and atmosphere using dialogue convey character and advance the action</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Difference between the language of speech and writing</li></ul> | <p>Words ending with cious<br/>Words ending with tious</p> <p>The short vowel /u/ sound spelt y<br/>The long vowel /u/ sound spelt y</p> <p>Homophones and Near Homophones</p> <p>Statutory Words 1</p> <p>Homophones and Near Homophones</p> <p>Words with silent letters</p> <p>Words with silent letters</p> <p>Suffix l ity</p> <p>Words ending in ment</p> <p>Statutory Words 2</p> |

#### Spring

| Grammar and Vocabulary                                                                                                                                                                                                 | Composition                                                                                                                                                                                                                                                                                                                                                                                 | Spelling                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Commas to make meaning clear</li><li>- Perfect form of verbs to show time and cause</li><li>- Modal verbs and adverbs to show possibility</li><li>- Standard English</li></ul> | <ul style="list-style-type: none"><li>- Range of devices to develop my paragraphs in detail</li><li>- Describe settings, characters and atmosphere using dialogue convey character and advance the action</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Difference between the language of speech and writing</li></ul> | <p>Adverbs of possibility and frequency</p> <p>Suffix 2 ness</p> <p>Suffix 3 ship</p> <p>Modal Verbs and Statutory Spellings review</p> <p>Homophones and Near Homophones</p> <p>Statutory Words 3</p> <p>Suffix 4 ate</p> <p>Suffix 5 ise</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Homophones and Near Homophones</p> <p>Statutory Words 4</p> |

#### Summer

| Grammar and Vocabulary                                                                                                                                                                                                                                            | Composition                                                                                                                                                                                                                                                                                                                                                                                 | Spelling                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Direct and reported speech</li><li>- Colons to introduce a list</li><li>- Beginning clauses with who, which, where etc or with an implied relative pronoun</li><li>- Brackets or commas to indicate parenthesis</li></ul> | <ul style="list-style-type: none"><li>- Range of devices to develop my paragraphs in detail</li><li>- Describe settings, characters and atmosphere using dialogue convey character and advance the action</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Difference between the language of speech and writing</li></ul> | <p>Suffix 6 ify</p> <p>Suffix 7 en</p> <p>Words containing the letter string oug</p> <p>Words containing the letter string oug</p> <p>Adding verb prefixes de and re</p> <p>Statutory Words 5</p> <p>Adding the Verb Prefix over</p> <p>Suffix 8 ful</p> <p>Suffix 9 ive</p> <p>Suffix 10 al</p> <p>Homophones and Near Homophones</p> <p>Statutory Words 6</p> |

### Teaching and learning through a range of quality texts:

|                                         |                                              |                                                              |                                             |
|-----------------------------------------|----------------------------------------------|--------------------------------------------------------------|---------------------------------------------|
|                                         |                                              |                                                              |                                             |
| A Christmas Carol<br>by Charles Dickens | The Invisible Kingdom<br>by Meghan O'Rourke  | The Giant's Necklace<br>by Micheal Morpurgo<br>(short story) | Licked<br>by Paul Jennings<br>(short story) |
|                                         |                                              |                                                              |                                             |
| The Book of Bees<br>by Piotr Socha      | The Lost Happy Endings<br>by Carol Ann Duffy | Anne Frank<br>by Josephine Poole and Angela Barratt          | Flotsam<br>by David Wiesner                 |



## St Wilfrid's Catholic Primary School

English 2025/2026

### Overview of Year 6

#### Autumn

| Grammar and Vocabulary                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     | Composition                                                                                                                                                                                                                                                                                                                                                                                                                         | Spelling                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Word classes</li><li>- Expanded noun phrases</li><li>- Main and subordinate clauses and phrases on sentence construction</li><li>- Range of verb forms (including the perfect form)</li></ul> | <ul style="list-style-type: none"><li>- Developing characters and setting and atmosphere and using dialogue convey character and move the action on</li><li>- Summarising longer passages</li><li>- Wider range of devices to make links within and across paragraphs</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Sustaining a convincing viewpoint</li></ul> | <ul style="list-style-type: none"><li>- Developing characters and setting and atmosphere and using dialogue convey character and move the action on</li><li>- Summarising longer passages</li><li>- Wider range of devices to make links within and across paragraphs</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Sustaining a convincing viewpoint</li></ul> | <ul style="list-style-type: none"><li>- Homophones and Near Homophones</li><li>- Adjectives ending in -ant</li><li>- Adjectives ending in -ent</li><li>- Hyphens x 2 weeks</li><li>- Statutory Words 1</li><li>- Words ending in -able</li><li>- Words ending in -ably</li><li>- Creating Diminutives</li><li>- Silent Letters</li><li>- Apostrophes for Contractions</li><li>- Statutory Words 2</li></ul> |

#### Spring

| Grammar and Vocabulary                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     | Composition                                                                                                                                                                                                                                                                                                                                                                                                                         | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Hyphens to avoid confusion</li><li>- Standard English</li><li>- Direct and reported speech</li></ul> | <ul style="list-style-type: none"><li>- Developing characters and setting and atmosphere and using dialogue convey character and move the action on</li><li>- Summarising longer passages</li><li>- Wider range of devices to make links within and across paragraphs</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Sustaining a convincing viewpoint</li></ul> | <ul style="list-style-type: none"><li>- Developing characters and setting and atmosphere and using dialogue convey character and move the action on</li><li>- Summarising longer passages</li><li>- Wider range of devices to make links within and across paragraphs</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Sustaining a convincing viewpoint</li></ul> | <ul style="list-style-type: none"><li>- Suffix i: Adding suffixes beginning with vowel letters to words ending in fer</li><li>- Words with a long /e/ sound spelt ie</li><li>- Words with the long /e/ sound spelt ei</li><li>- Words ending with /shuh/ spelt cial</li><li>- Words ending with /shuh/ spelt tial</li><li>- Statutory Words 3</li><li>- The /s/ sound spelt ce</li><li>- Words ending in ible</li><li>- Words ending in ibly</li><li>- Words that can be nouns or verbs</li><li>- Words that can be nouns or verbs</li><li>- Statutory Words 4</li></ul> |

#### Summer

| Grammar and Vocabulary                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     | Composition                                                                                                                                                                                                                                                                                                                                                                                                                         | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Passive voice</li><li>- Colons, semi-colons and dashes in sentence construction</li><li>- Ellipsis</li><li>- Formal and informal vocabulary and structures</li></ul> | <ul style="list-style-type: none"><li>- Developing characters and setting and atmosphere and using dialogue convey character and move the action on</li><li>- Summarising longer passages</li><li>- Wider range of devices to make links within and across paragraphs</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Sustaining a convincing viewpoint</li></ul> | <ul style="list-style-type: none"><li>- Developing characters and setting and atmosphere and using dialogue convey character and move the action on</li><li>- Summarising longer passages</li><li>- Wider range of devices to make links within and across paragraphs</li><li>- Creating setting, characters and plot in stories</li><li>- Evaluating, editing and redrafting</li><li>- Sustaining a convincing viewpoint</li></ul> | <ul style="list-style-type: none"><li>- Suffix 2- tious and cious</li><li>- Suffix Revision: ity</li><li>- Silent letters revision: b, k and g</li><li>- Silent letters revision: l and t</li><li>- Homophones: revision</li><li>- Statutory Words 5: Review</li><li>- Silent letters: rule revision</li><li>- Synonyms and antonyms: happy and sad</li><li>- Synonyms and antonyms: good and evil</li><li>- Etymology: Greek Roots</li><li>- Etymology: Latin Roots</li><li>- Statutory Words 6: Review</li></ul> |

### Teaching and learning through a range of quality texts:

|                                                 |  |                                                        |  |
|-------------------------------------------------|--|--------------------------------------------------------|--|
|                                                 |  |                                                        |  |
| Millions<br>by Frank Cottrell-Boyce             |  | The Promise<br>by Nicola Davies                        |  |
|                                                 |  |                                                        |  |
| A River's Story<br>by Meradith Hooper           |  | Uncle Montague's Tales of Terror<br>by Chris Priestley |  |
|                                                 |  |                                                        |  |
| The Listeners<br>by Walter de la Mare<br>(poem) |  | The Kingdom Revealed<br>by Rob Ryan                    |  |
|                                                 |  |                                                        |  |
| A River's Story<br>by Meradith Hooper           |  | Uncle Montague's Tales of Terror<br>by Chris Priestley |  |
| The Listeners<br>by Walter de la Mare<br>(poem) |  | The Kingdom Revealed<br>by Rob Ryan                    |  |