

English Curriculum Whole-school Overview 2026-2027



EYFS

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Listening, Attention and Understanding (Development Matters)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in storytimes by listening carefully, retaining what has been heard and recalling key points. Listen carefully to rhymes and songs, paying attention to how they sound.	Begin to answer 'who' and 'what' questions. Learn new vocabulary. Engage in fiction and non-fiction books and talk about the story to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.	Begin to answer 'where' and 'when' questions. Learn new vocabulary. Engage in fiction and non-fiction books and talk about the story to build familiarity and understanding. Learn rhymes, poems and songs.	Begin to answer 'why' and 'how' questions. Learn new vocabulary. Engage in fiction books and retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. Follows complex instructions. Learn rhymes, poems and songs. Responds to a series of instructions and a range of questions.	<u>Early Learning Goals: Listening Attention and Understanding (Statutory)</u> Listen, respond to stories/adults with questions and comments, and follow instructions. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> <i>Execute a three-part instruction in the correct order (e.g., "Tuck in your chair, collect your coat, and line up at the door")</i>	

Follow simple instructions.	Follow simple instructions.	Responds to a series of instructions and a range of questions.	Can switch attention from one task to another.		
Speaking (Development Matters)					
Autumn 1 - Focus: Building the habit of talking.	Autumn 2 - Focus: Extending sentences and rhythm.	Spring 1- Focus: Developing speech sounds and tenses.	Spring 2- Focus: Using language to control the environment.	Summer 1	Summer 2
Learn and use new vocabulary during the day(See list). Start a conversation with an adult or a friend. Sing a large repertoire of rhymes and songs (joining in with actions and words). Practitioner Note: Focus on establishing the confidence to speak in a new environment.	Learn and use new vocabulary during the day(See list). Use longer sentences of four to six words. Know many rhymes and be able to join in with them. Talk about familiar books (e.g., naming characters, simple recall).	Learn and use new vocabulary during the day(See list). Develop their pronunciation, but knowing they may have problems saying some sounds (r, j, th, ch, and sh) . Develop their communication, but may continue to have problems with irregular tenses and plurals (e.g., saying 'runned' for 'ran' or 'swimmed' for 'swam'). Practitioner Note: Model the correct grammar back to them rather than correcting them explicitly.	Learn and use new vocabulary during the day(See list). Use talk to organise themselves and their play (e.g., "Let's go on a bus... you sit there..."). Continue a conversation for many turns (engaging in sustained back-and-forth). Express a point of view. Debate when they disagree with an adult or a friend, using words as well as actions (e.g., "I don't want to do that because...").	<u>Early Learning Goals: Speaking (Statutory)</u> Express ideas, hold conversations, and use talk to organise thinking/play. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of conjunctions such as ‘and’ ‘because’. Children can speak in full sentences using conjunctions like "because" or "and" to explain a choice (e.g., "I used the blue paint because it looks like water")	
Gross Motor (Development Matters)					

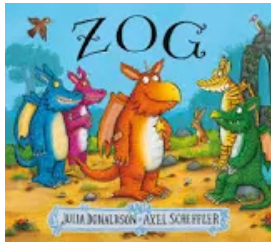
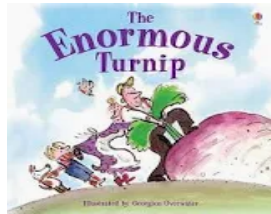
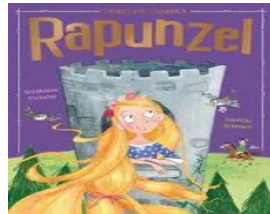
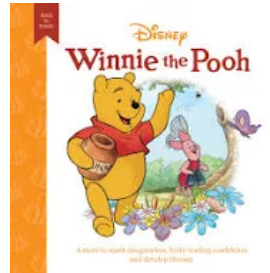
Autumn 1 Focus: Moving safely in space.	Autumn 2 Focus: Shoulder stability (pre-writing) & Core.	Spring 1 Focus: Alternate feet & stability.	Spring 2 Focus: Hand-eye and foot-eye coordination.	Summer 1	Summer 2
Navigate a crowded playground or hall at a jog without colliding with others or equipment. Continue to develop their movement: walking, running, and stopping safely. Match their developing physical skills to tasks: deciding whether to crawl, walk, or run across a plank. Move in different ways e.g run, jump, skip, climb, crawl. Practitioner Note: Focus on "spatial awareness"—not bumping into others while running.	Use large-muscle movements: wave flags and streamers, paint, and make marks (vertical surfaces). Collaborate with others to manage large items: moving a long plank safely, carrying large hollow blocks. Practitioner Note: Heavy lifting (proprioception) calms children and builds the core strength needed for sitting on the carpet. Move in different ways e.g run, jump, skip, climb, crawl.	Go up steps and stairs, or climb up apparatus, using alternate feet (one foot per step, rather than two feet on one step). Balancing: walking along raised beams or lines on the floor. Practitioner Note: Look for "reciprocal movement" (left arm moves with right leg). Move in different ways e.g run, jump, skip, climb, crawl.	Develop ball skills: Throwing, catching (using a large ball and chest catch), kicking, and aiming. Riding: Using scooters and trikes with increasing control (steering and pedaling). Practitioner Note: Use balloons or beanbags first if children struggle with bouncy balls. Move in different ways e.g run, jump, skip, climb, crawl.	<u>Early Learning Goals: Gross Motor (Statutory)</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. To achieve all fundamental movement skills (using tracker). FMS: To secure all objectives from the Motor Skills Programme	
Fine Motor (Development Matters)					

Autumn 1 Focus: Hand strength and preference.	Autumn 2 Focus: Eating and pouring.	Spring 1 Focus: One-handed tools.	Spring 2 Focus: Moving away from the fist.	Summer 1 Focus: Zips, buttons, and threading.	Summer 2
Show a preference for a dominant hand. (Notice which hand they use to pick up a spoon or paintbrush). Use large-muscle movements to wave flags and make marks (getting the shoulder ready for writing). Practitioner Note: Lots of "dough disco" and squeezing sponges to build hand arch strength.	Eat independently and learn to use a knife and fork. (Stabbing with a fork, scooping with a spoon). Pour drinks with increasing independence. (Requires wrist stability). Practitioner Note: Meal times are key learning times for fine motor skills.	Use one-handed tools and equipment. (e.g., hole punches, tweezers). Make snips on paper with scissors. (Just "snipping" the edge, not cutting along a line yet). Practitioner Note: Teach the "thumbs up" rule for holding scissors.	Use a comfortable grip with good control when holding pens and pencils. Start to move from a whole-hand grasp (palmar) to using fingers and thumb. Practitioner Note: Do not force a tripod grip yet if they aren't ready, but encourage "pinchy fingers" (using tweezers/pegs helps this).	<u>Early Learning Goals: Fine Motor (Statutory)</u> Use a range of small tools, including scissors, paintbrushes, and cutlery, with control. Be increasingly independent as they get dressed and undressed. (e.g., pulling up a zip after an adult starts it). thread beads onto a string (requires two hands working together). Practitioner Note: Buttons are very hard; large buttons or velcro are good starting points.	
Handwriting	● Develop gross and fine motor control through play and mark making. ● Encourage holding the pencil in an appropriate tripod grip. ● Hand-eye coordination ● Left to right directional flow ● Producing a controlled line ● Trace, copy and complete patterns ● Make simple patterns and letter shapes. ● Introduce the correct starting points of letters, in letter families and numerals. ● Individual letter formation ● Double letter formation ● Forming letters correctly to form words ● Writing labels clearly				

	● Trace and write capital letters ● Digit formation <u>Nelson Handwriting: Letter Families</u> ● Set 1: c a o d g q s f e ● Set 2: i l t u j y ● Set 3: r n m h k b p ● Set 4: v w x z				
Comprehension					
Autumn 1 Focus: Parts of a book & page sequencing.	Autumn 2 Focus: What is print for?	Spring 1 Focus: Tracking text.	Spring 2 Focus: Moving beyond just listening.	Summer 1	Summer 2
Understand the five key concepts about print: Know the names of the different parts of a book (front cover, back cover, pages). Page sequencing (learning to turn pages one at a time from front to back). ● <i>Practitioner Note:</i> Observe how children handle books in the reading area. Do they	Understand the five key concepts about print: Print has meaning (understanding that the black marks on the page tell the story, not just the pictures). Print can have different purposes (e.g., a storybook, a recipe, a shopping list). ● <i>Practitioner Note:</i> Explicitly point to words as you read so they connect your spoken words to the text.	Understand the five key concepts about print: We read English text from left to right and from top to bottom. ● <i>Practitioner Note:</i> Use a reading pointer or your finger to physically trace the left-to-right, top-to-bottom movement during shared storytime.	Engage in extended conversations about stories. Begin to answer simple questions about what is happening in the pictures and the story. ● <i>Practitioner Note:</i> Ask "I wonder..." questions (e.g., "I wonder why the bear is hiding?") to prompt discussion.	<u>Early Learning Goals: Comprehension (Statutory).</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	

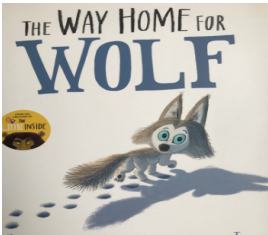
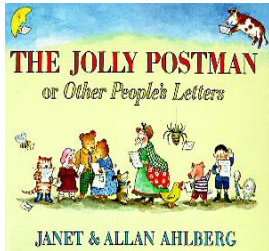
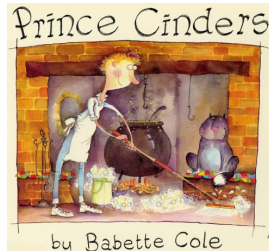
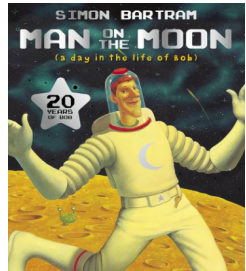
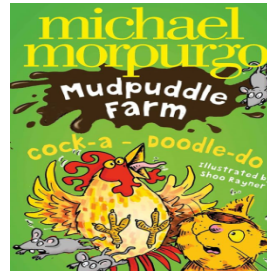
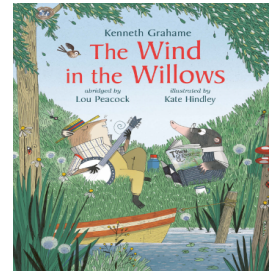
hold them the right way up?					
Word Reading					
Autumn 1 Focus: Tuning into sounds.	Autumn 2 Focus: Hearing rhyming patterns.	Spring 1 Focus: Creating rhyming strings.	Spring 2 Focus: Hearing word chunks.	Summer 1	Summer 2
<i>RWI- To read at least 16 single letter sounds.</i> <i>Foundational Step:</i> Develop active listening skills to environmental and instrumental sounds. Begin to join in with repetitive phrases and rhythmic beats in songs.	<i>RWI- To read all the single letter sounds.</i> Develop their phonological awareness, so that they can: spot rhymes. Notice when words sound the same at the end (e.g., recognizing that "cat" and "hat" sound similar in a familiar book).	<i>RWI- To read all the single letter sounds and orally blend CVC words.</i> Develop their phonological awareness, so that they can: suggest rhymes. Generate their own rhyming words (even if they are nonsense words like "cat, mat, zat, dat").	<i>RWI- To read all the single letter sounds, orally blend CVC words and read Set 1 Special Friends.</i> Develop their phonological awareness, so that they can: count or clap syllables in a word.	<i>RWI- To read all the single letter sounds, orally blend CVC words and read Set 1 Special Friends in real and nonsense words.</i>	<i>RWI- To read all the single letter sounds, orally blend CVC words and read Set 1 Special Friend. To read the first 6 Set 2 sounds in words.</i>
Writing					
Autumn 1 Focus: Writing has a message.	Autumn 2 Focus: Representing themselves.	Spring 1 Focus: Writing for a purpose.	Spring 2 Focus: Using recognized symbols.	Summer 1	Summer 2

Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Enjoy drawing freely with large muscle movements.	Make marks on their picture to stand for their name. This might look like a specific scribble, a circle, or a random letter that they consistently use to identify their work.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Begin to understand that writing usually goes top-to-bottom and left-to-right. To write their first name.	Use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy. Start to include actual letters or letter-like shapes among their squiggles. To write their first name.	<u>Early Learning Goals: Writing (Statutory)</u> 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.
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Penguins Possums and Pigs 	Fire Fire 	Growth and Green Fingers 	Family Album 	The Great Outdoors 	Robot 
Outcome	• Stories by the same author • Non-chronological reports • Poems on a theme	• Repetitive patterned stories • Poems on a theme • Range of non-fiction texts	• Classic stories or story on a theme • Instructions • Traditional rhymes	• Traditional tales • Recounts	• Stories with familiar settings • Non-fiction texts: booklets • Traditional rhymes	• Stories with fantasy settings • Poems to learn by heart • Recounts
Grammar:	• Say, and hold in memory whilst writing simple sentences which make sense. • Orally compose every sentence before writing. • Write simple sentences that can be read by themselves and others.	• Use the joining word 'and' to link words and clauses. • Identify and use question marks. • Use capital letters for names of people. • Add suffixes to verbs where no spelling change is needed to the root word, e.g.	• Compose and sequence their own sentences to write short narratives. • Sequence ideas and events in narrative. • Identify and use exclamation marks. • Add suffixes to verbs where no spelling change is	• Extend the range of joining words to link words and clauses using but and or. • Sequence ideas and events in narrative. • Use formulaic phrases to open and close texts. • Add the prefix 'un' to verbs and	• Use the capital letter for the personal pronoun 'I'. • Add suffixes to verbs where no spelling change is needed to the root word, e.g. help – helping, camp – camping, think – thinking etc.	• Use capital letters for names of people, places and days of the week. • Identify and use question marks and exclamation marks. • Extend range of joining words to link words and clauses using but and or.

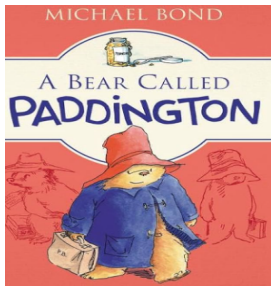
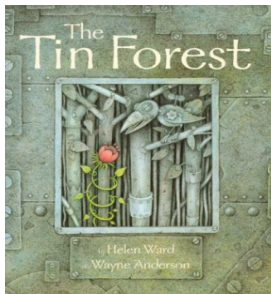
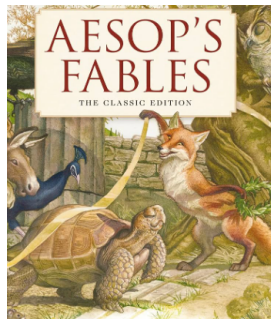
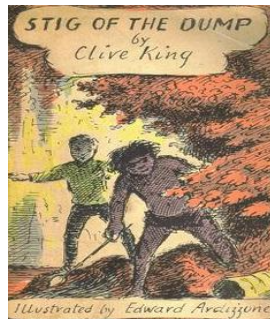
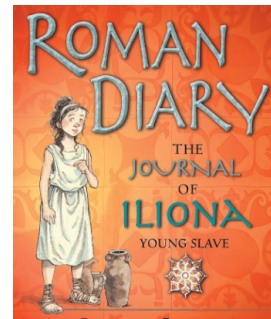
	• Separate words with spaces. • Re-read every sentence to check it makes sense. • Use punctuation to demarcate simple sentences (capital letters and full stops).	help – helped, helper, helping.	needed to the root word e.g. pull – pulled.	adjectives to change the meaning, e.g. untie, unkind. • Use a capital letter for the personal pronoun 'I'. • Use capital letters for people, places and days of the week.	• Identify and use question marks and exclamation marks. • Extend range of joining words to link words and clauses, e.g. and, but, because	• Make singular nouns plural using 's', e.g. dog, dogs and '-es', e.g. wish, wishes. • Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind.
Spelling	RWI	RWI	RWI	RWI	Year 1/2 Statutory Spellings	Year 1/2 Statutory Spellings
Handwriting	• Secure correct letter formation of lowercase and capital letters. • Write on the line with consistent size and spacing. • Introduce the concept of joining through pattern work and parallel lines. • Begin to join some letters to make words. • <u>Nelson Handwriting: Letter Families</u> • Set 1: c a o d g q s f e • Set 2: i l t u j y • Set 3: r n m h k b p • Set 4: v w x z • <u>Joining Group 1</u>: a c d e h i k l m n s t u • <u>Joining Group 2</u>: a c d e g i j m n o p q r s u v w x y • <u>Joining Group 3</u>: b f h k l t • <u>Joining Group 4</u>: f o r v w • Break letters: b g j p q x y z • Practising capital letters • Practising numbers • Practising consistent height and size of small letters • <u>The Four Joins</u>					

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| | <ul style="list-style-type: none">● diagonal join to set 1 letters● diagonal join to set 1 and set 2 letters● diagonal join to set 3 letters● diagonal join to set 4 letters● To form and join from the letter w Practising the horizontal join● Horizontal join to set 3 letters● Practising the fourth join to set 1 letters● Practising the fourth join to set 2 letters● Practising break letters Revising the four handwriting joins |
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bridging Unit - The Way Home for Wolf 	The Place Where I 	Fighting Fit 	Explorers 	The Farm Shop 	Wind in the Willows 
Outcome	• Wolf character poster • Information text based on a model • Innovated narrative based on a model	• Stories with familiar settings • Non-chronological reports • Poems on a theme	• Traditional tales with a twist • Instructions	• Stories by the same author • Non-chronological reports	• Stories with familiar settings • Persuasion • Riddles	• Animal adventure stories • Recount: letters • Classic poems
Grammar	• Secure the use of full stops, capital letters, exclamation marks and question marks. • Say, write and punctuate simple and compound sentences using	• Use sentences with different forms: statements, questions and exclamations • Secure the use of full stops, capital letters, exclamation	• Say, write and punctuate simple and compound sentences using the joining words and, but, so and or • Secure the use of full stops, capital letters,	• Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll. • Use subordination for time using when, before and after	• Use sentences with different forms: statement, question, command, exclamation. • Use past tense for narratives, recounts and historical reports.	• Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. • Select, generate and effectively use adverbs.

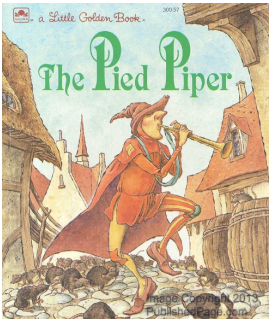
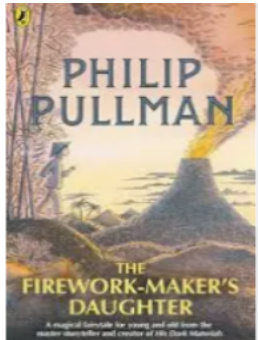
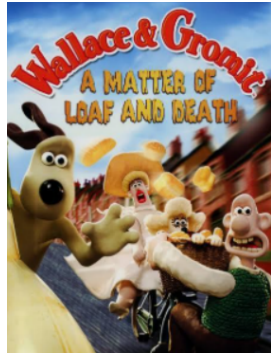
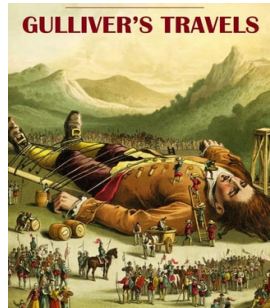
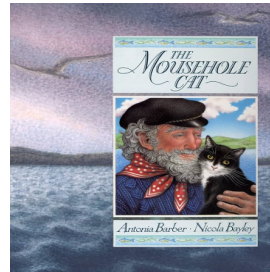
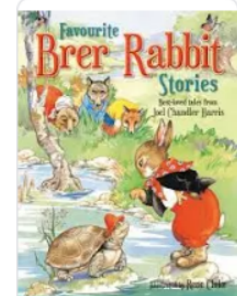
	the joining words and, but, so and or (co-ordination). • Use past tense for narratives. • Use commas to separate items in a list. • Select, generate and effectively use adjectives. • Identify, generate and effectively use noun phrases	marks and question marks. • Say, write and punctuate simple and compound sentences using the joining words and, but, so • Select, generate and effectively use nouns. • Use past tense for narratives. • Use present tense for non-chronological reports. • Select, generate and effectively use adjectives. • Identify, generate and effectively use noun phrases,	exclamation marks and question marks. • Select, generate and effectively use verbs. • Use past tense for narrative. • Use commas to separate items in a list. • Select, generate and effectively use adverbs. • Use the suffix ly to turn adjectives into adverbs	• Use past tense for narratives, recounts and historical reports. • Use subordination for reason using because and if	• Select, generate and effectively use adjectives. • Add suffixes –ful or –less to create adjectives • Use commas to separate items in a list. • Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. • Use present tense for persuasive adverts. • Select, generate and effectively use adjectives. • Use suffixes -er and -est to create adjectives, e.g.	• Use the suffix –ly to turn adjectives into adverbs, e.g. slowly, gently, carefully. • Use past tense for narratives, recounts and historical reports. • Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll. • Use apostrophes for singular possession in nouns, e.g. the girl's name. • Select, generate and effectively use nouns. • Add suffixes -ness and -er to create nouns • Select, generate and effectively use adjectives.
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					faster, fastest, smaller, smallest. - Use subordination for time using when, before and after, - Use subordination for reason using because and if, - Identify, generate and effectively use noun phrases	- Select, generate and effectively use verbs. - Create compound words using nouns
Spellings	Year 1/2 Statutory Spellings	Year 1/2 Statutory Spellings	Year 1/2 Statutory Spellings	Year 1/2 Statutory Spellings	Year 1/2 Statutory Spellings	Year 1/2 Statutory Spellings
Handwriting	- Continue to build consistency in size, shape and orientation. - Ensure the ascender touches the top line and descender falls below the line. - Join letters in high frequency and phonetically regular words. - Revising the four handwriting joins - diagonal join to set 1 and set 2 letters - diagonal join to set 3 letters - diagonal join to set 4 letters - Diagonal join to the top of the set 1 letters - Diagonal join to the top of the set 2 letters - Diagonal join to the top of the set 3 letters - To form and join from the letter w - Practising the horizontal join - Horizontal join to set 3 letters - Practising the fourth join to set 1 letters - Practising the fourth join to set 2 letters - Practising break letters					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bridging Unit - A Bear Called Paddington 	There's No Place Like Home 	Healthy Humans 	Rock and Roll! 	The Iron Man 	What the Romans Did For Us 
Outcome	- Narrative based on a model text with innovated plot structure. - Non-fiction – a newcomer's information leaflet/guide to London (or to your local area)	- Folk tales - Recount: biographies	- Fables - Poems with a structure - Persuasion: letters	- Story as a theme - Poems on a theme - Discussion	- Novel as a theme - Recount: diaries	- Playscripts - Non-chronological report
	Explore, identify and create complex sentences using a range of conjunctions e.g.	Identify, select, generate and effectively use prepositions for where, e.g. above, below,	Use the determiner a or an according to whether the next word begins with a consonant or	Explore, identify and create complex sentences using a range of conjunctions, e.g.	Explore, identify and create sentences using a range of conjunctions, e.g.	Explore and identify main and subordinate clauses in complex sentences.

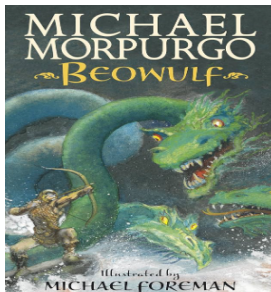
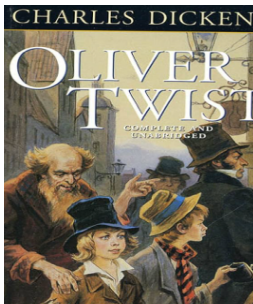
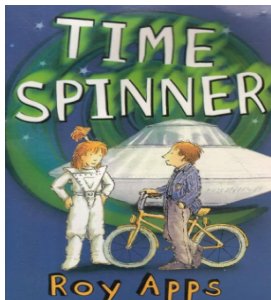
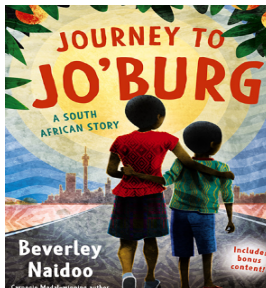
	when, before, after, while, until. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first • Use inverted commas to punctuate direct speech (speech marks). • Improvise, create and write dialogue. • Explore and identify main and subordinate clauses in complex sentences.	beneath, within, outside, beyond. • Use different sentence structures e.g. prepositions to create sentences • Use inverted commas to punctuate direct speech (speech marks). • Improvise, create and write dialogue. • Identify clauses in sentences. • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions,	vowel e.g. a rock, an open box. • Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. • Use different sentence structures e.g. adverbs within sentences. • Group related material into paragraphs. • Explore and collect word families	when, before, after, until. • Identify clauses in sentences. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first • Group related material into paragraphs. • Explore and collect word families • Identify clauses in sentences. • Explore, identify and create complex sentences using a range of conjunctions, e.g. because, if, although.	since, until, before, as. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first. • Use inverted commas to punctuate direct speech (speech marks) • Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel	• Select, generate and effectively use adverbs, e.g. suddenly, silently, soon, eventually. • Explore, identify and create complex sentences using a range of conjunctions • Group related material into paragraphs.
Spellings	<u>Superhero Spellings</u>		<u>Superhero Spellings</u>		<u>Superhero Spellings</u>	

	Year 3 Statutory Spellings Phonics family: Long A, E, I , O, OO ou,ow Revise Plurals Suffix - ly Prefix - re Contractions	Year 3 Statutory Spellings Prefix - un, mis, dis, biu homophones suffix - ly, er,ed,ing sound spelt - ch, y.	Year 3 Statutory Spellings Possessive apostrophe sound spelt - -sure, -ture, ou, o, ch, suffix - ful, less words ending in -gue, que, ary silent letters
Handwriting	● Begin to join handwriting in all writing tasks (where appropriate). ● Introduce break letters (b, g, j, p, q, y, z) and when not to join. ● Start to slant writing slightly to the right to build speed and fluency ● 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 (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).		

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Great Plague 	Sparks Might Fly! 		Passport to Europe 	Water, Water, Everywhere 	The Art of Food 
Outcome	- Fairy tales - Recount: newspapers - Classic Poetry	- Stories with fantasy settings - Explanations - Film and playscripts	- Stories with issues and dilemmas - Persuasion	- Novel as a theme - Non-chronological report	- Stories with a theme - Information booklets - Poems with a structure	- Folk tales - Debate
	- Create sentences with fronted adverbials for where - Use commas to mark clauses in complex sentences. - Use inverted commas and other punctuation to	- Create sentences with fronted adverbials for when - Use commas after fronted adverbials. - Use inverted commas and other punctuation to	- Create complex sentences with adverb starters - Use inverted commas and other punctuation to indicate direct speech - Identify, select and effectively use pronouns.	- Use nouns for precision. - Explore, identify, collect and use noun phrases. - Identify, select and effectively use pronouns. - Explore, identify and use Standard English verb inflections for writing, e.g. We	- Explore, identify, collect and use noun phrases, e.g. the crumbly cookie with tasty marshmallow pieces. - Create complex sentences with adverb starters, e.g. Silently trudging through the snow, Sam	- Create complex sentences with adverb starters - Use apostrophes for singular and plural possession - Use inverted commas and other punctuation to indicate direct speech

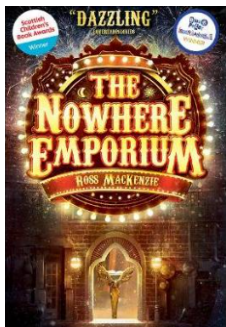
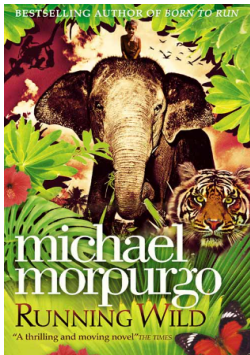
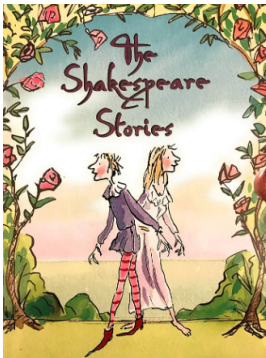
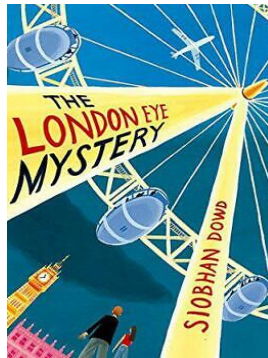
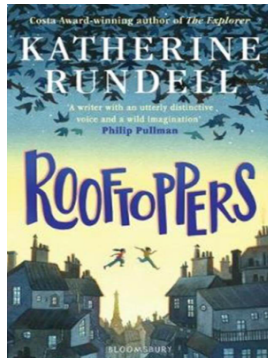
	indicate direct speech, e.g. The tour guide announced, “Be back here at four o’ clock.” - Improvise and compose dialogue. - Identify, select and effectively use pronouns. - Explore, identify, collect and use noun phrases,	indicate direct speech. - Use nouns for precision, e.g. burglar rather than man; bungalow rather than house. - Explore, identify, collect and use noun phrases, e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. - Explore, identify and create complex sentences using a range of conjunctions, e.g. subordinating conjunctions to show time Or subordinating conjunctions to show cause and effect - Use commas to mark clauses in	Explore, identify, collect and use noun phrases	were instead of we was; I was instead of I were; I did instead of I done. - Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. - Create sentences with fronted adverbials for ‘when’ and ‘where’ - Identify, select and use determiners, e.g. a, the, this, that, these, those, some, many, every. - Use paragraphs to organise	made his way up the mountain. - Use commas to mark clauses in complex sentences. - Create sentences with fronted adverbials for where, e.g. In the distance, a lone wolf howled. - Use commas after fronted adverbials. - Link ideas across paragraphs using fronted adverbials for when and where, e.g. Several hours later..., Back at home... - Use apostrophes for singular and plural possession, e.g. the dog’s bone and the dogs’ bones.	- Create sentences with fronted adverbials for when and where - Use commas to mark clauses in complex sentences. - Explore, identify and use Standard English verb inflections for writing Use apostrophes for singular and plural possession, e.g. the dog’s bone and the dogs’ bones. - Identify, select and use determiners including: -articles: a/an, the - demonstratives : this/that; these/those - possessives:
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		complex sentences. - Identify, select and use determiners including: demonstratives: this/that; these/those - possessives - my/your		writing in non-fiction texts.		my/your/his/her /its/our/their - quantifiers: some, any, no, many, much, every
Spellings	<u>Superhero Spellings</u> <u>Year 4 Statutory Spellings</u> Long vowels - A, E, I, O, OO sound spelt - augh, au prefix - im, in possessive apostrophe homophones		<u>Superhero Spellings</u> <u>Year 4 Statutory Spellings</u> prefix - il, ir, anti, ex suffix - ous review - or, ore, aw words ending in - tion, sion homophones		<u>Superhero Spellings</u> <u>Year 4 Statutory Spellings</u> words ending in - ssion, cian, ation prefix - sub, super, inter, non words spelt - sc, ce, ci homophones	
Handwriting	- 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 (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). - Reinforce the correct size and height of letters relative to each other. - Ensure letters with ascenders and descenders are formed correctly and in proportion. - Write with increased speed and accuracy across longer pieces. - Take pride and care with presentation					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Kingdom United 	Food, Glorious Food! 	Earthlings 	Inventors and Inventions 	Amazon Adventure 	Myth 
Outcome	● Legends ● Persuasion	● Stories with historical settings ● Film and playscripts ● Classic narrative poetry	● Science fiction stories ● Information booklets ● Poems on a structure	● Novel as a theme ● Magazine: information text hybrid	● Stories from other cultures ● Debate	● Narrative based on a model text with innovated plot structure ● Non-Chronological report based upon mythical creatures in literature
Grammar	• Create and punctuate complex sentences using '-ed' openers. • Blending action and dialogue within paragraphs. • Explore, collect and use modal	• Create and punctuate complex sentences using -ing openers. • Create complex sentences by using relative clauses with relative pronouns,	• Use expanded noun phrases to convey complicated information concisely • Link ideas across paragraphs using adverbials for time, place and numbers, e.g.	• Blend action and description within and across paragraphs. • Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that	• Identify and use dashes to indicate parenthesis • Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs. • Blend action, dialogue and	• Create and punctuate complex sentences using simile starters • Blend action, dialogue and description within and across paragraphs. • Link ideas across paragraphs using

	verbs to indicate degrees of possibility, e.g. might, could, shall, will, must. Create complex sentences by using relative clauses with relative pronouns who, which and where.	- Blend action, dialogue and description within paragraphs. - Demarcate complex sentences using commas and explore ambiguity of meaning. - Identify and use brackets and dashes. - Create and punctuate sentences using simile starters. (poetry)	Several hours later, on a nearby planet. - Blend action and description within a paragraph. - Investigate verb prefixes, e.g. auto-, tele-, anti-, inter-, trans-. - Use devices to build cohesion within a paragraph, e.g. firstly, then, presently, subsequently. - Link ideas across paragraphs using adverbials for place - Identify and use brackets to indicate parenthesis,	Identify and use commas, brackets and dashes to indicate parenthesis.	description within and across paragraphs. - Create and punctuate complex sentences using -ed openers. - Create and punctuate complex sentences using -ing openers - Explore, collect and use modal verbs to indicate degrees of possibility - Create complex sentences by using relative clauses with relative pronouns when and that. - Explore, collect and use adverbs to indicate degrees of possibility	adverbials for time, place and numbers, e.g. later, nearby, secondly. - Use devices to build cohesion within a paragraph - Create complex sentences where the relative pronoun is omitted - Create and punctuate complex sentences using -ed opening clauses - Create and punctuate complex sentences using -ing opening clauses,
Spellings	<u>Superhero Spellings</u> Year 5 Statutory Spellings		<u>Superhero Spellings</u> Year 5 Statutory Spellings		<u>Superhero Spellings</u> Year 5 Statutory Spellings	

	words ending - cious, tious short vowel - y long vowel - y homophones silent letters suffix - ity	adverbs of possibility, time, place modal verbs suffix - ness, ship homophones suffix - ate, ise	suffix - ify, en, ful, ive, al words containing - oug prefix - de, re, over homophones
Handwriting	● Practise the difficult joins. ● Choose the correct style of writing for different purposes. ● Begin to develop an individual style that is legible, clear and fluent. ● Continue to reinforce clear, legible, joined handwriting in all subjects.		

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bridging Unit -The Nowhere Emporium 	Survival 	Britten's got Talent 	Heroes and Villains 	Super Sleuth 	Oh! I do like to be beside the seaside 
Outcome	• Narrative based on a model text with an innovated plot structure • Information text hybrid: Report, Biography, Discussion	• Novel as a theme • Biography	• Classic fiction • Poetry - songs and lyrics • Persuasion - a formal review	• Older literature • Information text hybrid • Poems with imagery	• Detective/ crime fiction • Explanations	• Novel as a theme • Recount:auto biography • Poems on a theme • Short stories with flashbacks • Discussions and debates • Classic narrative poetry
Grammar	• Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil,	• Identify the subject and object of a sentence. • Explore and investigate active and passive, e.g. I broke the window	• Investigate and collect a range of synonyms and antonyms • Use devices to build cohesion	• Manipulate sentences to create particular effects. • Investigate and collect a range of synonyms and antonyms	• Use devices to build cohesion between paragraphs in narrative, e.g. in the meantime, meanwhile, in due course, until, then	• Explore how hyphens can be used to avoid ambiguity, e.g. man eating shark versus man-eating shark.

	impish, spiteful, well-behaved. · Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. · Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action · Explore, collect and use subjunctive forms for formal speech and writing	in the greenhouse versus The window in the greenhouse was broken. · Use active and passive voice to achieve intended effects. · Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action	between paragraphs in narrative · Select appropriate register for formal and informal purposes, e.g. dialogue within narrative (formal or informal) · Use devices to build cohesion within and across paragraphs. · Blend action, dialogue and description within paragraphs to convey character and advance the action.	· Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs. · Identify and use colons to introduce a list. · Punctuate bullet points consistently.	· Identify the subject and object of a sentence. · Explore and investigate active and passive · Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action · Identify and use semi-colons to mark the boundary between independent clauses	· Identify and use semi-colons within lists · Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action · Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause
Spellings	<u>Superhero Spellings</u> Year 6 Statutory Spellings		<u>Superhero Spellings</u> Year 6 Statutory Spellings		<u>Superhero Spellings</u> Year 6 Statutory Spellings	

	homophones adjectives ending - ant, ent hyphens words ending in - able, ably creating diminutives silent letters apostrophes for contractions	suffix - to words ending in -fer words with ie, cial, tial, ible, ibly sound - ce words that can be nouns and verbs	suffix - cious, tious, ity silent letters homophones synonyms and antonyms etymology - greek, latin
Handwriting	• Continue to practise handwriting and all the skills that have been taught. • Practise writing for particular tasks e.g. note taking, labelling, writing an address or filling in a form. • Write clearly and legibly in preparation for secondary school expectations.		