

English Yearly Overview 2025-2026

Subject: English Upper KS2 (ability group)	TOPIC	COMPONENT	<i>Notes: Why are you delivering this topic at this time of year?</i>
Autumn Term Year 4/5 curriculum	Reading	<u>Year 4</u> • Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met • Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context • Identifies main ideas drawn from more than one paragraph and summarises these <u>Year 5</u> • Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met • Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Retrieves, records and presents information from non-fiction	Children have completed the Lower Key Stage 2 curriculum and are now moving into Year 4/5 curriculum with many showing elements of Year 4 ability obtained prior but with gaps of skills needed filling to continue further on their English journey.

	Writing	• Participates in discussions about books that are read to the child and those that can be read independently • Provides reasoned justifications for their views about a book <u>Year 4</u> • Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Uses standard English forms for verb inflections instead of local spoken forms • Uses fronted adverbials • Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition • Uses inverted commas and other punctuation to indicate direct speech <u>Year 5</u> • Identifies the audience for, and purpose of, the writing • Selects the appropriate form and uses other similar writing as models for their own • Proof-reads for spelling and punctuation errors • Ensures the consistent and correct use of tense throughout a piece of writing • Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining) • Describes settings, characters and atmosphere • Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) • Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)	
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		• Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining) • Describes settings, characters and atmosphere • Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) • Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) • Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly) • Uses commas to clarify meaning or avoid ambiguity	
Summer Term Year 5/6 Curriculum	Reading	<u>Year 5 (contined)</u> • Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met • Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Retrieves, records and presents information from non-fiction • Participates in discussions about books that are read to the child and those that can be read independently • Provides reasoned justifications for their views about a book	Children have now secured basic Upper Key Stage 2 elements of both their reading and writing skills and are now ready to move towards the Year 6 curriculum and are to be introduced to Year 6 elements, and when, is appropriate for each individual-this will be taught whole class or as an intervention session, depending on the needs of the cohort.

	Writing	<u>Year 6</u> • Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met • Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Retrieves, records and presents information from non-fiction • Participates in discussions about books that are read to the individual and those that can be read independently • Provides reasoned justifications for their views about a book <u>Year 5 (continued)</u> • Identifies the audience for, and purpose of, the writing • Selects the appropriate form and uses other similar writing as models for their own • Proof-reads for spelling and punctuation errors • Ensures the consistent and correct use of tense throughout a piece of writing • Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining) • Describes settings, characters and atmosphere • Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)	
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		• Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) • Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly) • Uses commas to clarify meaning or avoid ambiguity <u>Year 6</u> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed	
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