

English Yearly Overview 2025-2026

Subject: English Lower KS2 (ability group)	TOPIC	COMPONENT	<i>Notes: Why are you delivering this topic at this time of year?</i>
Autumn Term Year 2/3 curriculum	Reading	<u>Year 2</u> • Accurately read by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes. • Accurately read words of two or more syllables that contain the same graphemes as above. • Read most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Discuss the sequence of events in books and how items of information. • Become increasingly familiar with a wider range of stories, fairy stories and traditional tales. • Retell a range of stories, fairy stories and traditional tales. • Be aware of non-fiction books that are structured in different ways.	Children have completed the RWI scheme and are now moving into Year 2 curriculum with many showing elements of Year 3 ability obtained prior to RWI scheme but gaps of phonics needed filling to continue further on their English journey.

	Writing	• Check that the text makes sense to them as they read and correcting inaccurate reading. • Answer questions about a text. • Predict what might happen on the basis of what has been read so far. • Participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say. <u>Year 3</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Use dictionaries to check the meaning of words they have read • Identify themes and conventions in a wide range of books • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied • Retrieves and records information from non-fiction <u>Year 2</u> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
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		• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Spell many common exception words • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proof-reading corrections to their own writing • Use the punctuation taught at key stage 1 mostly correctly • Spell most common exception words • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) • Use the diagonal and horizontal strokes needed to join some letters <u>Year 3</u> • Organises paragraphs around a theme • In narratives, creates settings, characters and plot • Proof-reads for spelling and punctuation errors • Uses the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel eg a rock, an open box • Expresses time, place and cause using conjunctions • Introduces inverted commas to punctuate direct speech • Uses headings and sub-headings to aid presentation • Uses the present perfect form of verbs instead of the simple past eg ‘He has gone out to play’ in contrast to ‘He went out to play’	
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Summer Term Year 4 Curriculum	Reading	<u>Year 3 (continued)</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * • Use dictionaries to check the meaning of words they have read* • Identify themes and conventions in a wide range of books* • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word* • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence* • Predict what might happen from details stated and implied* • Retrieves and records information from non-fiction* <i>* Year 3 elements that are to be continued to be taught into Year 4 at greater depth.</i> <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	Children have now secured basic Lower Key Stage 2 elements of both their reading and writing skills and are now ready to move towards the Year 4 curriculum and be introduced to Upper Key Stage 2 elements as, 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 4</u> • Organises paragraphs around a theme* • In narratives, creates settings, characters and plot* • Proof-reads for spelling and punctuation errors* • 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 *Objectives that have continued from Year 3 curriculum.	
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