



St. Elisabeth's CE Primary School
English Overview

Year Group	Coverage	Reading		Writing		
	Text Type	Word Reading	Comprehension	Transcription	Composition	Vocabulary, Grammar & Spelling
1	<p>Recount</p> <p>Narrative</p> <p>Poetry</p> <p>Traditional Tales</p>	<p>To be able to apply phonic knowledge and skills to decode words</p> <p>To be able to respond quickly with the correct sound to graphemes for all 40+ phonemes</p> <p>To be able to read accurately by blending sounds in unfamiliar words</p> <p>To be able to read common exception words</p> <p>To be able to read words containing taught GPCs and -s,-es, -ing, -ed, -er and -est endings.</p> <p>To be able to read other words of more than one syllable</p> <p>To be able to read words with contractions</p> <p>To be able to read books that are consistent with their developing phonic knowledge with accuracy</p> <p>To be able to reread</p>	<p>To be able to develop a pleasure in reading, motivation to read, vocabulary and understanding</p> <p>To be able to understand both the books they can already read accurately and fluently and those they listen to.</p> <p>To be able to participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>To be able to explain clearly their understanding of what is read to them</p>	<p>To be able to spell words containing 40+ phonemes</p> <p>To be able to spell common exception words</p> <p>To be able to spell days of the week</p> <p>To be able to name the letters of the alphabet and use letter names to distinguish between alternative spellings of the same sound</p> <p>To be able to add prefixes and suffixes</p> <p>To be able to apply simple spelling rules and guidance as listed in English Appendix 1 (new National Curriculum)</p> <p>Write from memory simple sentences dictated by the teacher containing words using GPCs taught so far</p> <p>To be able to hold a pencil correctly</p>	<p>To be able to plan their writing.</p> <p>To be able to draft and write.</p> <p>To be able to evaluate and edit.</p> <p>To be able to proof read for spelling and punctuation errors.</p> <p>To be able to read aloud their own writing.</p>	<p>To be able to develop their understanding of the concepts from Appendix 2 in the NNC</p> <p>By: leaving spaces, joining words and joining clauses using and, punctuate with capital letters, full stops, ? and !, Capital letters for names and I.</p> <p>To be able to use and understand grammatical terminology accurately and appropriately when discussing their reading and writing.</p> <p><i>Refer to NNC page 54</i></p>

		books to build up their fluency and confidence in word reading.		<p>To be able to begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To be able to form capital letters</p> <p>To be able to form digits 0-9</p> <p>To be able to understand which letters belong to which handwriting 'families' and practice these</p>		
2	<p>Narrative</p> <p>Instructions</p> <p>Poetry</p> <p>Non-chronological report</p> <p>Riddle</p> <p>Recount</p>	<p>To be able to continue to apply phonic knowledge and skills to decode words.</p> <p>To be able to read accurately by blending the sounds in words.</p> <p>To be able to read accurately words of two or more syllable.</p> <p>To be able to read words containing common suffixes.</p> <p>To be able to read further common exception words.</p> <p>To be able to read most words quickly and accurately.</p> <p>To be able to read aloud books closely matched to their improving phonics, sounding out unfamiliar</p>	<p>To be able to develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>To be able to understand both the books that they can already read accurately and fluently and those that they listen to.</p> <p>To be able to participate in discussion about books and other text.</p> <p>To be able to explain and discuss their understanding of books and other text.</p>	<p>To be able to spell by segmenting spoken words.</p> <p>To be able to spell by learning new ways of spelling phonemes.</p> <p>To be able to spell common exception words.</p> <p>To be able to spell more words with contracted forms.</p> <p>To be able to spell words with the possessive apostrophe.</p> <p>To be able to spell by distinguishing between homophones and near-homophones.</p> <p>To be able to add suffixes to spell longer words.</p> <p>To be able apply spelling rules and guidance (see page 55 of NNC)</p>	<p>To be able to develop positive attitudes towards and stamina for writing by writing narratives, writing about real events, poetry and writing for different purposes.</p> <p>To be able to consider what they are going to write before beginning by planning, writing ideas and saying what they will write.</p> <p>To be able to make simple additions, revisions and corrections to their own writing by evaluating, re-reading, proof reading.</p> <p>To be able to read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To be able to develop their understanding of the concepts set out in (English Appendix 2) by: learning how to use both familiar and new punctuation correctly, to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>To be able to learn how to use sentences with different forms, statement, question, exclamation, commands, expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form.</p> <p>To be able to use subordination (using</p>

		<p>words.</p> <p>To be able to re-read these books to build up their fluency and confidence in word reading.</p>		<p>To be able to write from memory simple sentences dictated by the teacher</p> <p>To be able to form lower-case letters of the correct size relative to one another.</p> <p>To be able to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To be able to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To be able to use spacing between words that reflects the size of the letters.</p>		<p>when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>To be able to use the grammar for Year 2 (English Appendix 2).</p> <p>To be able to use some features of written Standard English.</p> <p>To be able to use and understand the grammatical terminology (in English Appendix 2) in discussing their writing.</p>
3	<p>Report</p> <p>Narrative</p> <p>Explanation</p> <p>Recount</p> <p>Persuasive</p> <p>Play script</p> <p>Poetry</p>	<p>To be able to apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>To be able to read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To develop a positive attitude to reading and understanding what they have read.</p> <p>To understand what they have read in books they can read independently.</p> <p>To be able to retrieve and record information from non-fiction.</p> <p>To participate in discussion about both</p>	<p>To be able to use further prefixes and suffixes and understand how to add them.</p> <p>To be able to spell further homophones.</p> <p>To be able to spell words that are often misspelt.</p> <p>To be able to place the possessive apostrophe accurately in words with regular and irregular</p>	<p>To be able to plan their writing.</p> <p>To be able to draft and write.</p> <p>To be able to evaluate and edit.</p> <p>To be able to proof read for spelling and punctuation errors.</p> <p>To be able to read aloud their own writing.</p>	<p>To be able to develop their understanding of the concepts - word, sentence, text, punctuation and terminology.</p> <p>To be able to indicate grammatical and other features.</p> <p>To be able to use and understand grammatical terminology accurately and appropriately when</p>

			books that are read to them and those they can read for themselves, taking turns and listening to what others say	plurals. To be able to use the first two or three letters of a word to check its spelling in a dictionary.		discussing their reading and writing. <i>Refer to NNC page 77</i>
4	Poetry Explanation Report Narrative Recount Persuasive	To be able to apply knowledge of root words, prefixes and suffixes. To be able to read aloud and understand the meaning of new words. To be able to read further exception words. <i>Refer to NCC page 59-65</i>	To be able to develop a positive attitude in reading, understanding what they have read. To be able to retrieve and record information from non-fiction To be able to participate in discussion about books, taking turns and listening to what others say	To be able to use further prefixes and suffixes and understand how to add them. To be able to spell further homophones. To be able to spell words that are often misspelt. To be able to place the possessive apostrophe accurately in words with regular and irregular plurals. To be able to use the first two or three letters of a word to check its spelling in a dictionary. To be able to write form memory simple sentences, dictated by the teacher, that include words and punctuation taught. To be able to use diagonal and horizontal strokes to join letters To be able to understand which letters, when adjacent to one another, are best left un-joined. To be able to increase the legibility consistency	To be able to plan their writing. To be able to draft and write. To be able to evaluate and edit. To be able to proof read for spelling and punctuation errors. To be able to read aloud their own writing.	To be able to develop their understanding of the concepts - word, sentence, text, punctuation and terminology. To be able to indicate grammatical and other features. To be able to use and understand grammatical terminology accurately and appropriately when discussing their reading and writing. <i>Refer to NNC page 77</i>

				<p>and quality of their handwriting.</p> <p><i>Refer to Penpals Handwriting Scheme.</i></p> <p><i>Refer to NNC page 59-65</i></p>		
5	<p>Explanation Poetry Persuasive Narrative Plat script Non-chronological report Recount/Diary Entry</p>	<p>To be able to apply knowledge of root words, prefixes and suffixes.</p> <p>To be able to read aloud and to understand the meaning of new words</p> <p><i>Refer to NNC p66 - 7</i></p>	<p>To be able maintain positive attitudes to reading and understand what they read</p> <p>To be able to discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader</p> <p>To be able to distinguish between statements of fact and opinion</p> <p>To be able to distinguish between statements of facts and opinion</p> <p>To be able to retrieve, record and present information from non-fiction</p> <p>To be able to participate in discussions about books</p> <p>To be able to explain and discuss their understanding of what they have read</p> <p>To be able to provide reasonable justification for their views</p>	<p>To be able to use further prefixes and suffixes</p> <p>To be able to spell words with silent letters</p> <p>To be able to continue to distinguish between homophones and other words</p> <p>To be able to understand the spelling of some words needs to be specifically learnt</p> <p>To be able to use dictionaries to check spelling and meaning of words</p> <p>To be able to use the first 3 - 4 letters of a word to check spelling/meaning or both in a dictionary</p> <p>To be able to use a thesaurus</p> <p>To be able to write legibly, fluently and with increasing speed.</p> <p><i>Refer to Penpals Handwriting Scheme</i></p> <p><i>Refer to NNC p66 - 71</i></p>	<p>To be able to plan their writing</p> <p>To be able to draft and write</p> <p>To be able to evaluate and edit</p> <p>To be able to proof read for spelling and punctuation errors</p> <p>To be able to perform their own compositions</p> <p><i>Refer to First Steps</i></p>	<p>To be able to develop their understanding of the concepts - word, sentence, text, punctuation and terminology</p> <p>To be able to indicate grammatical and others features</p> <p>To be able to use and understand grammatical terminology and appropriately when discussing their reading and writing</p> <p><i>Refer to NNC p78 - 79</i></p>

6	<p>Narrative Report Poetry Explanation Recount/Diary Entry Persuasive Persuasive - Balanced Argument</p>	<p>To be able to apply knowledge of root words, prefixes and suffixes.</p> <p>To be able to read aloud and to understand the meaning of new words</p> <p><i>Refer to NNC p66 - 7</i></p>	<p>To be able maintain positive attitudes to reading and understand what they read</p> <p>To be able to discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader</p> <p>To be able to distinguish between statements of fact and opinion</p> <p>To be able to distinguish between statements of facts and opinion</p> <p>To be able to retrieve, record and present information from non-fiction</p> <p>To be able to participate in discussions about books</p> <p>To be able to explain and discuss their understanding of what they have read</p> <p>To be able to provide reasonable justification for their views</p>	<p>To be able to use further prefixes and suffixes</p> <p>To be able to spell words with silent letters</p> <p>To be able to continue to distinguish between homophones and other words</p> <p>To be able to understand the spelling of some words needs to be specifically learnt</p> <p>To be able to use dictionaries to check spelling and meaning of words</p> <p>To be able to use the first 3 - 4 letters of a word to check spelling/meaning or both in a dictionary</p> <p>To be able to use a thesaurus</p> <p>To be able to write legibly, fluently and with increasing speed.</p> <p><i>Refer to Penpals Handwriting Scheme</i></p> <p><i>Refer to NNC p66 - 71</i></p>	<p>To be able to plan their writing</p> <p>To be able to draft and write</p> <p>To be able to evaluate and edit</p> <p>To be able to proof read for spelling and punctuation errors</p> <p>To be able to perform their own compositions</p> <p><i>Refer to First Steps</i></p>	<p>To be able to develop their understanding of the concepts - word, sentence, text, punctuation and terminology</p> <p>To be able to indicate grammatical and others features</p> <p>To be able to use and understand grammatical terminology and appropriately when discussing their reading and writing</p> <p><i>Refer to NNC p78 - 79</i></p>
---	--	--	---	---	--	--