



Hayton C of E Primary School

Learning Quest English

Autumn Term Spelling & Grammar Coverage
2024-25

Hayton C of E Primary School
English (Grammar and Punctuation) Curriculum overview 2023-24 – Autumn Term

	EYFS (Little Acorns)		Year 1 (Cherry)		Year 2 (Chestnut)
	Aut 1	Aut 2	Aut 1	Aut 2	Autumn Term
Grammar: Text	<ul style="list-style-type: none"> •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition. 	<ul style="list-style-type: none"> •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives. 	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Correct choice and consistent use of past and present tense throughout writing
Grammar: Sentence	Orally rehearse sentences and Word Count the number of words spoken prior to writing <ul style="list-style-type: none"> •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model 	<ul style="list-style-type: none"> •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support 	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command
Grammar: Word	Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) <ul style="list-style-type: none"> •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words 	Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling <ul style="list-style-type: none"> *Secure previous high frequency words and teach Common Exception Words 	Adding the suffixes -ing, -ed and - er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs
Punctuation	Letter formation Separation of words and spaces	Letter formation Separation of words with spaces Personal pronoun - I, he	Separation of words with spaces Capital letters, Full Stops, Question mark, Exclamation mark, Capital Letters for names and personal pronoun - I	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)

Hayton C of E Primary School
English (Grammar and Punctuation) Curriculum overview 2024-25– Autumn Term

	Year 3 / 4 (Elm)		Year 4/5 (Maple)		Year 6 (Oak)	
	Aut 1	Aut 2	Aut 1	Aut 2	Aut 1	Aut 2
Grammar: Text	Paragraphs to organise ideas around a theme Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Paragraphs to organise ideas around a theme Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition	Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph	Linking ideas across paragraphs using a wider range of cohesive devices
Grammar: Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using modal verbs	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely Use the subjunctive Develop understanding of the passive to affect the presentation of information in a sentence
Grammar: Word	Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	Understand how words are related by meaning as synonyms and antonyms
Punctuation	Use commas after fronted adverbials Apostrophes for possession (plural nouns)	Build on previous units & focus on: Inverted commas to punctuate direct speech	Use commas after fronted adverbials Apostrophes for possession (plural nouns)	Indicate parenthesis using commas	Commas for parenthesis Use commas to clarify meaning and avoid ambiguity Indicate parenthesis using dashes Inverted commas to indicate direct speech	Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Indicate grammatical features using colons and dashes to mark the boundary between independent clauses Use colons to introduce a list

Hayton C of E Primary School – English (Spelling) Curriculum overview 2024-25

	Year 1- ELS Phonics & Spelling (Phase 5)	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term (Phase 5)	<p>1- Assess and review week</p> <p>2- Review week</p> <p>3- Revise: /ai/ /ow/ /igh/ /ee/</p> <p>4- Revise: /oi/ /ur/ /(y)oo/ /or/</p> <p>5- Assess and review week</p> <p>6- Revise: /w/ /f/ /(y)oo/ /oa/</p> <p>-----</p> <p>1- Revise: /or/ /ee/ /ai/ /ee/ e.g. please, once</p> <p>2- Revise: /igh/ /oa/ /(y)oo/ /s/ e.g. many, again, any</p> <p>3- /ee/ /or/ (walk)</p> <p>4- Review week e.g. who, whole</p> <p>5- Review week e.g. where, two</p> <p>6- Assess and review week</p> <p>7- Review week</p> <p>Weekly spelling lists/tests.</p>	<p>*Y1 Introduce: /f/, /l/, /s/, /z/, /k/ sounds as -ff, -ll, -ss, -zz, -ck after a single vowel</p> <p>*Y1 Introduce: /ch/ spelt as -tch after a single vowel</p> <p>*Y1 Introduce: /v/ sound at the end of word e.g. live, have</p> <p>*Y1 Introduce: Adding -s and -es to words</p> <p>*Y1 Introduce: Adding -ing, -ed, -er to verbs with no change to the root word</p> <p>*Y1 Introduce: Days of the week, months of the year and seasons</p> <p>Introduce: Compound words</p> <p>-----</p> <p>*Y1 Introduce: Adding -er, -est to adjectives with no change to the root word</p> <p>*Y1 Introduce: Digraphs -ai, -oi</p> <p>*Y1 Introduce: Digraphs -ay, -oy</p> <p>*Y1 Introduce: Digraph -oo</p> <p>*Y1 Introduce: Digraphs u-e, -ew</p> <p>*Y1 Introduce: Digraph -ph, -wh</p> <p>*Y1 Introduce: The spelling of the phoneme /k/ as -k</p> <p>*Y1 Introduce: Adding the prefix un with no change to the root word</p> <p>Introduce: homophones and near homophones</p> <p>*Y1 Reinforce: Adding -es, adding -ed with /t/ sound, adding -ed with /d/ sound</p>	<p>Reinforce Year 2: Adding -es to nouns and verbs ending in -y</p> <p>Embed Year 2: Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it</p> <p>Embed Year 2: Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it</p> <p>-----</p> <p>Embed Year 2: Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Introduce: Adding suffixes beginning with vowel letters to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener</p> <p>Introduce: Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning</p> <p>Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly</p>	<p>Reinforce Year 3: Adding suffixes beginning with vowel letters</p> <p>Reinforce Year 3: Adding suffixes beginning with vowel letters Reinforce Year 3: Suffix -ly</p> <p>Reinforce Year 3: Exception 1: Suffix -ly Reinforce Year 3: Exception 2: Suffix -ly</p> <p>Reinforce Year 3: Exception 3: Suffix -ly Reinforce Year 3: Exception 4: Suffix -ly</p> <p>Reinforce Year 3: Words with the /s/ sound spelt sc</p> <p>Reinforce Year 3: Words with the /sh/ sound spelt ch</p> <p>Reinforce Year 3: Words with the /k/ sound spelt ch</p> <p>Reinforce Year 3: Words with the /ai/ sound spelt ei, eigh or ey</p> <p>Embed Year 3: Words with endings that sound like /zh/ + /ə/ + /n/</p> <p>Introduce: Adding the suffix -ation</p> <p>Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt tion</p> <p>Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -sion</p> <p>Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion</p> <p>Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -cian</p> <p>Introduce: Silent letters b</p> <p>Embed Year 3: Possessive apostrophe -s (with plural words)</p> <p>Introduce: Additional new homophones/ near homophones</p>	<p>Embed Year 3: Adding suffixes beginning with vowel letters</p> <p>Embed Year 3: Adding the Suffix -ly and all rules</p> <p>Introduce: Words with /ee/ sound spelt ei after c</p> <p>Reinforce Year 4: The /u/ sound spelt ou</p> <p>Introduce: Use of the hyphen e.g. co-ordinate</p> <p>Introduce: Words with 'silent letters'</p> <p>-----</p> <p>Embed: Adding the suffix -ation to verbs to form nouns</p> <p>Embed: Adding the suffixes -tion, -sion, -ssion, -cian</p> <p>Introduce: Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir</p> <p>Reinforce Year 4: Adding the prefix sub-, inter-, super-, anti-, auto</p> <p>Introduce: Homophones and other words that are often confused (Y5/ Y6)</p>	<p>Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</p> <p>Introduce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial</p> <p>Introduce: Words ending in -able and -ible</p> <p>Introduce: Words ending in -ably and -ibly</p> <p>Introduce: Adding prefixes tele-, audio</p> <p>-----</p> <p>Introduce: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p> <p>Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</p> <p>Reinforce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</p> <p>Reinforce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial</p> <p>Embed Year 5: Words containing the letter string -ough</p> <p>Introduce: Adding suffix trans</p>



Spring Term Spelling & Grammar Coverage 2024-25

Hayton C of E Primary School

English (Grammar and Punctuation) Curriculum Overview 2024-25 – Spring Term

	EYFS (Little Acorns)		Year 1 (Cherry)		Year 2 (Chestnut)
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1
Grammar: Text	<ul style="list-style-type: none"> •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives. 	Listen to and talk about stories to build familiarity and understanding <ul style="list-style-type: none"> •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives. 	Sequencing sentences to form short narratives	Sequencing sentences	Correct choice and consistent use of past and present tense throughout writing
Grammar: Sentence	<ul style="list-style-type: none"> •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence 	<ul style="list-style-type: none"> •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence 	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
Grammar: Word	<ul style="list-style-type: none"> •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words 	<ul style="list-style-type: none"> •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words 	Regular plural noun suffix -s or -es	Regular plural noun suffix -s or -es Adding the suffixes -ing, -ed and -er to verbs How the prefix un- changes the meaning of verbs and adjectives	Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
Punctuation	Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	Separation of words with spaces Capital letters, Full Stops	Separation of words with spaces Capital letters Full stops Question mark	Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list

Hayton C of E Primary School

English (Grammar and Punctuation) Curriculum overview 2024-25– Spring Term

	Year 3 / 4 (Elm)		Year 4/5 (Maple)		Year 6 (Oak)	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Grammar: Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Paragraphs to organise ideas around a theme	Use a range of sentence types for impact and cohesion	Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Linking ideas across paragraphs using a wider range of cohesive devices	Use headings and sub-headings to structure information
Grammar: Sentence	Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech
Grammar: Word	Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Grammatical difference between plural and possessive -s)	Develop an understanding of the use of verb prefixes	Develop understanding of standard English forms for verb inflections (we were instead of we was)	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing
Punctuation	Build on and reinforce previous units as well as plugging any gaps.	Use commas after fronted adverbials Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns)	Indicate parenthesis using dashes and brackets Commas after fronted adverbials Inverted commas to indicate direct speech	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbial	Indicate grammatical features using the semicolon and dashes to mark the boundary between independent clauses	Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list

Hayton C of E Primary School – English (Spelling)Curriculum overview 2024-25						
	Year 1- ELS Phonics & Spelling (Phase 5)	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Term	<p>1- Review week Y1:8 2- /ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by)</p> <p>3- /oa/ (go) /o/ (was) /oo/ (push) /y/+oo/ (music) /c/ (school) /sh/ (chef) /e/ (head)</p> <p>4- /ur/ (world) /ur/ (learn) /oo/ (soup) /oa+/l/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym)</p> <p>5- Assess and review week Y1:9 6- /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch)</p> <hr/> <p>1- /u/ (brother) Review week Y1:10 2- /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) 3- /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) 4- /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ –tion (station) 5- Assess and review week Y1:11 6- /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/ (delicious) –ous, –ion, –ian</p> <p>(Weekly spelling lists/tests)</p>	<p>Introduce: Adding -es to nouns and verbs ending in -y Introduce: Adding -ed, -ing, -er, -est to root words ending in -y with a consonant before it. E.g. copy, copied Introduce: Adding -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it. E.g. hike- hiked Introduce: /or/ sound spelt as a before l and ll Introduce: /u/ sound spelt as o Introduce: Possessive apostrophe -s (singular nouns)</p> <hr/> <p>Introduce: /j/ sound spelt -dge, -ge at the end of word and -g before an i, e, y Introduce: /s/ sound spelt -c before e, i, y and -j before o, a, u Introduce: Contractions for omitted letter (s) Introduce: /ie/ sound spelt at -y at the end of words Introduce: /l/ sound spelt -le, -el, -al, -il at the end of words Introduce: /n/ sound spelt kn at the beginning of words (silent letters) Introduce: /n/ sound spelt gn at the beginning of words (silent letters) Introduce: /w/ sound spelt wr at the beginning of words (silent letters) Reinforce: Possessive apostrophe -s (singular nouns)</p>	<p>Introduce: Adding suffix -ly with no change to root word Introduce: Exception 1 Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an l, (only if root word has one than one syllable) Introduce: Exception 2: Adding suffix -ly when root word ends with -le (-le is changed to -ly) Introduce: Exception 3: Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly Introduce: Exception 4: Adding suffix -ly other examples truly, duly, wholly Reinforce Year 2: Homophones and near-homophones Embed Year 2: Possessive apostrophe -s (singular nouns) Introduce: Possessive apostrophe -s (with plural words) Introduce: Possessive apostrophe -s (when the plural of a word changes)</p> <hr/> <p>Introduce: Adding prefixes dis-, mis-, in-, -im, il-, Introduce: Words with endings sounding like /zh/+ /ure/ (spelt –sure) and /ch/ + /ure/ (spelt –ture) Introduce: Adding prefixes mini-, micro</p>	<p>Introduce: Adding the suffix -ous (no change to the root word) Introduce: Adding the suffix -ous (no obvious root word) Introduce: Adding the suffix -ous (-our is changed to -or before -ous is added) Introduce: Adding the suffix -ous (final -e of the root word is kept if the sound is making /j/ e.g. courage courageous Introduce: Adding the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious & /ee/ sound represented as an -e before the -ous ending e.g. hideous) Introduce: Prefixes: de-, over Reinforce: Prefixes: re-, ir Introduce: Silent letters gh</p> <hr/> <p>Introduce: Adding the prefix sub- inter-, super-, anti-, auto Introduce: The /u/ sound spelt ou Introduce: Additional new homophones/ near homophones Introduce: Silent letters d</p>	<p>Embed: Adding the suffix -ous and all rules Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Introduce: Words containing the letter string -ough----- Introduce: Adding prefixes with a hyphen: non-, pre Introduce: Adding prefixes aqua Reinforce: Words with /ee/ sound spelt ei after c Introduce new: Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word w Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)</p>	<p>*Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content</p>



Learning Quest English

Summer Term Spelling & Grammar Coverage 2024-25

Hayton C of E Primary School

English (Grammar and Punctuation) Curriculum overview 2024-25– Summer Term

	EYFS		Year 1		Year 2	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Grammar: Text	•Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	•Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	
Grammar: Sentence	•Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence	•Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	
Grammar: Word	•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words	•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words	Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives	Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	
Punctuation	Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	

Hayton C of E Primary School
English (Grammar and Punctuation) Curriculum overview 2024-25 – Summer Term

	Year 3 / 4 (Elm)		Year 4/5 (Maple)		Year 6 (Oak)	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Grammar: Text	Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph	Linking ideas across paragraphs using a wider range of cohesive devices Use headings, sub-headings, columns and captions to structure information
Grammar: Sentence	Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	Fronted adverbials	Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Expanded noun phrases to convey complicated information concisely	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely	Develop understanding of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate to formal speech in writing
Grammar: Word	Use of the forms a or an when next word starts with a consonant or a vowel	Verb inflections (we were instead of we was)	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices
Punctuation	Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Commas for parenthesis Use commas to clarify meaning and avoid ambiguity Indicate parenthesis using dashes Inverted commas to indicate direct speech	Indicate parenthesis using dashes Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Indicate grammatical features using the semicolon and dashes to mark the boundary between independent clauses

Hayton C of E Primary School – English (Spelling)Curriculum overview 2024-25

	Year 1 (all phases)	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Summer</i>	<p>Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs.</p> <p>Continue with weekly spelling lists.</p>	<p>Introduce: Adding -ing, -ed, -er, -est & -y to words of one syllable, ending with a single vowel and single consonant E.g pat –patting Introduce: /ee/ sound spelt as -ey (inc adding the plural -s) Introduce: /o/ sound spelt as a following w or qu Introduce: /ur/ sound spelt as o following w Introduce: /or/ sound spelt as ar following w Introduce: /zh/ sounds spelt as an s Introduce: Suffixes -ment, -ness, -ful, -less and -ly (with no change to root word) Introduce: Suffixes -ment, -ness, -ful, -less and -ly (with a change to root word) Introduce: Words ending in -tion</p> <p>Reinforce: Adding -ing, -ed, -er, -est to root words ending in -y with a consonant before it E.g hurry - hurried Reinforce: Adding -ed, -ing, -er, -est and -y Reinforce: Possessive apostrophe -s Introduce: New additional compound words Reinforce: Adding -ing, -ed, -er, -est & -y to words of one syllable, ending with a single vowel and single consonant Introduce: New additional homophones and near homophones Y1 Reinforce: Months of the year, days of the week and seasons</p>	<p>Introduce: Words with the /ai/ sound spelt ei, eigh, or ey Introduce: Words with the /s/ sound spelt sc Introduce: Words with the /k/ sound spelt ch Introduce: Words with the /sh/ sound spelt ch Introduce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture) Introduce: New additional homophones/ near homophones</p> <p>-----</p> <p>Embed Year 2: Silent letters k /n/ and g /n/ at the beginning of words Introduce: The /i/ sound spelt y elsewhere than at the end of words Reinforce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce : Adding prefix: dis-, mis-, in-, il-, im Introduce: Adding prefix: ir-, reIntroduce: New additional homophones/ near homophones Reinforce: Possessive apostrophe -s (with plural words) Reinforce: Possessive apostrophe -s (when the plural of a word changes)</p>	<p>Introduce: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que Reinforce Year 3: The /i/ sound spelt y elsewhere than at the end of words Reinforce: Adding the suffix -ation to verbs to form nouns Reinforce: Adding the suffixes -tion, -sion, -ssion, -cian Reinforce: Adding the suffix -ous and all rules</p> <p>-----</p> <p>Revise: Year 3 & Year 4 content ** 'Revise' statutory Year 3/ 4 content that has been 'Introduced'</p>	<p>Reinforce Year 4: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Introduce: Adding prefixes multi Reinforce: Words containing the letter string -ough Reinforce: Use of the hyphen e.g. co-ordinate</p> <p>-----</p> <p>Embed Year 3: Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure Introduce new: Additional words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)</p>	<p>Revisit key spelling rules and guidance based upon the needs of the pupils Revisit spelling strategies Application in writing.</p>