



Hayton C of E Primary School

Learning 'QUEST' ENGLISH Curriculum

2022-23 'Term by Term'

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Hayton C of E Primary School

Learning Quest English

Autumn Term Plans 2022-23

# Hayton C of E Primary School

## English Curriculum overview 2022-23 – Autumn Term

Little Acorns						
Nursery				Reception		
Topic	Family and Friends	Stars & Space		Family and Friends	Stars & Space	
<b>Enhancements</b>	Autumn Maths Rockstars Day Harvest 21 Oct- Diwali 30 Oct- Dilight savings 19 Dec Hanukkah	Bonfire night Remembrance Day Christmas		Autumn Maths Rockstars Day	Bonfire night Harvest Remembrance Day 21 Oct- Diwali 30 Oct- Dilight savings 19 Dec Hanukkah Christmas	
<b>Key Texts</b>	Mr Big Dogger A Great Big Cuddle My Dad The Something	How to Catch a Star A Rocketful of space poems Beegu The jolly Christmas postman The Christmas story Star in a jar		Mr Big Dogger A Great Big Cuddle My Dad The something	How to Catch a Star A Rocketful of space poems Beegu The jolly Christmas postman The Christmas story Star in a Jar	
<b>Communication and Language</b>	Enjoy listening to longer stories and can remember much of what happens Pay attention to more than one thing at a time, which can be difficult.	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"  Start a conversation with an adult or a friend and continue it for many turns		Understand how to listen carefully and why listening is important.  Engage in story times.  Develop phonological awareness. Spot rhymes  Count and clap syllables  Listen carefully to rhymes and songs, paying attention to how they sound.	Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases and repeat phrases  Engage in story times.  Have favourite stories  Learn new vocabulary	
<b>Personal, Social &amp; Emotional Development</b>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Develop their sense of responsibility and membership of a community  Show more confidence in new social situations.  Become more outgoing with unfamiliar people, in the safe context of their setting.		See themselves as a valuable individual.  Build constructive and respectful relationships.	Express their feelings and consider the feelings of others.	
<b>Literacy</b>	Print has meaning  develop their phonological awareness, so that they can: count or clap syllables in a word	we read English text from left to right and from top to bottom  develop their phonological awareness, so that they can: spot and suggest rhymes		Friendship & Animals	Stars and Space	
<b>Phonics</b>	Bug Club Phonics Phase 1 Unit A- A wet walk	Bug Club Phonics Phase 1 Unit B- All Sorts of Art		Read individual letters by saying the sounds for them. Begin blending and segmenting words.	Teach children to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	

## Hayton C of E Primary School

### English Curriculum overview 2022-23 – Autumn Term

	Hedgehogs (Year 1)			Otters (Year 2 and 3)			Badgers and Foxes (Year 4, 5, and 6)	
<b>Reading</b>	'Goldilocks and the tree bears' 'Mr Wolf's pancakes' Autumnal Poetry 'The Owl and the Pussycat'	'Six Dinner Sid' by Unga Moor 'The Shopping' by John Burningham 'Out and about' Poems by Shirley Hughes		Y2&3: 'The Tunnel' By Anthony Browne Y2: 'The owl who was afraid of the dark' by Jill Tomlinson 'George's Marvellous Medicine' by Roald Dahl (play) The Works compiled by Paul Cookson (poetry) Y3: 'The Princess and the Pea'; 'The Snow Queen'; 'The Princess Blankets'; 'Fire Burn Cauldron Bubble' (poetry)			'The Invention of Hugo Cabret' by Brian Selznick	'Street Child' by Berlie Doherty
<b>Writing</b>	Rapunzel: • <i>Traditional narrative tale</i> • <i>Instructions</i>	The Eggbox Dragon by Richard Adams • <i>Traditional narrative tale</i> • <i>Instructions</i>		Y2&3: 'The Tunnel' By Anthony Browne • <i>Character description</i> • <i>Setting description</i> • <i>Non-chronological report</i> Y2: 'The King who banned the dark' by Emily Haworth Booth • <i>Banning narrative</i> • <i>Letter</i> Y3: 'Into the Forest' by Anthony Brown • <i>Lost Narrative</i> • <i>Newspaper Report</i>  • <i>George's Marvellous Medicine (Lit Shed)</i> • <i>Recipe</i> • <i>Incident report</i>			'The Invention of Hugo Cabret' by Brian Selznick • <i>Diary entry</i> • <i>Letter</i> • <i>Film review</i> • <i>Setting description</i>	'The Hound of the Baskervilles' by Arthur Conan-Doyle • <i>Cliffhanger Narrative</i> • <i>Formal Report</i>
<b>Cross Curricular links</b>	• Castles - History	• Design Technology • Geography – our locality		• Light and Shadow – Science • Significant individuals: Queen I and I ; Queen Victoria			• Mini 'Paris' Study' • Art – drawing links to illustrations of Brian Selznick • Significant individuals – Georges Melies / Charlie Chaplin	• <i>Queen Victoria (significant monarch)</i> • <i>British Empire (Victorian times)</i> • <i>Mini 'Paris Study'</i>
<b>Cross curricular writing</b>		• Geography – where I live		• <i>Informative reports about monarchs</i> • <i>Scientific reports</i> • <i>Recount</i> • <i>Diary entry as Victorian child</i>			• <i>Informative reports about monarchs</i> • <i>Scientific reports</i>	• <i>Informative report about British Empire / Paris</i> • <i>Diary entry as Victorian child</i> • <i>Recount</i>

# Hayton C of E Primary School

## English (Grammar and Punctuation) Curriculum overview 2022-23 – Autumn Term

	Hedgehogs (Year 1)		Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)	
<b>Grammar: Text</b>	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives / paragraphs	Y2 <ul style="list-style-type: none"> <li>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs</li> </ul> Y3 <ul style="list-style-type: none"> <li>Present perfect form of verbs</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> </ul>		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] The difference between structures typical of informal speech and structures appropriate for formal speech and writing <ul style="list-style-type: none"> <li>Use of the present perfect and progressive forms of verbs instead of the simple past</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs, using adverbials</li> </ul>
<b>Grammar: Sentence</b>	Combining words to make sentences Joining words and clauses using -and	Combining words to make sentences Joining words and clauses using -and	Y2 <ul style="list-style-type: none"> <li>Expanded noun phrases for description and specification</li> <li>Subordination (using when, if, that, because)</li> <li>Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question, exclamation and statement</li> </ul> Y3 <ul style="list-style-type: none"> <li>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</li> </ul>		<ul style="list-style-type: none"> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus recover]</li> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>Use of the passive to affect the presentation of information in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Use commas to clarify meaning and avoid ambiguity</li> <li>Semi-colons to separate the boundary between independent clauses</li> </ul>
<b>Grammar: Word</b>	Reinforce plural noun suffix -s -es Suffix added to verbs '-er'	Reinforce plural noun suffix -s -es Suffix added to verbs -er	Y2 <ul style="list-style-type: none"> <li>Formation of nouns using suffixes e.g. -ness, -er and by compounding</li> <li>Formation of adjectives using suffixes e.g. -ful, -less</li> <li>Use of the suffix -ly to turn adjectives into adverbs</li> </ul> Y3 <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)</li> <li>Use of the forms a or an when next word starts with a consonant or a vowel</li> <li>Word families based on common words showing how words are related in form and meaning</li> </ul>		The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	<ul style="list-style-type: none"> <li>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</li> </ul>
<b>Punctuation</b>	Separation of words with spaces Capital letters Full Stops	Separation of words with spaces Capital letters Full Stops  Separation of words with spaces Capital letters Full Stops	Y2 <ul style="list-style-type: none"> <li>Inverted commas; full stop, capital letter, exclamation mark, question mark</li> </ul> Y3 <ul style="list-style-type: none"> <li>Inverted commas; full stop, capital letter, exclamation mark, question mark, comma</li> </ul>		Punctuation of bullet points to list information Use of inverted commas and other punctuation to indicate direct speech	<ul style="list-style-type: none"> <li>Use hyphens to avoid ambiguity</li> <li>Semi-colons to mark boundaries between independent clauses</li> <li>Colons and bullet points</li> </ul>

# Hayton C of E Primary School – English (Spelling) Curriculum overview 2022-23

	Hedgehogs (Year 1)		Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)				
	Year 1		Year 2		Year 4	Year 5	Year 6		
Autumn Term	<ol style="list-style-type: none"><li>Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</li><li>Words with the /k/ and /nk/ sound</li><li>Words with the trigraph 'tch'</li><li>Adding '-s' and '-es' to make plurals</li><li>Adding the suffixes '-ing' and '-ed'</li><li>Adding the prefix 'un-' and the suffixes '-er' and '-est'</li><li>Compound words and words with unstressed vowels</li><li>Words with the digraphs 'ai' and 'oi'</li><li>Words with the digraphs 'ay' and 'oy'</li><li>Words with the split digraph 'a_e'</li><li>Words with the split digraph 'e_e'</li><li>Words with the split digraph 'i_e'</li><li>Words with the split digraph 'o_e'</li></ol>		<ol style="list-style-type: none"><li>Words where 'dge' makes a /j/ sound</li><li>Words where 'ge' makes a /j/ sound</li><li>Words where 'g' makes a /j/ sound</li><li>Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</li><li>Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</li><li>Challenge Words</li><li>Words where 'wr' makes a /r/ sound at the beginning of words</li><li>Words ending in 'le'</li><li>Words ending in 'el'</li><li>Words ending in 'al'</li><li>Words ending in 'il'</li><li>Challenge Words</li><li>Words where 'y' makes an /igh/ sound</li></ol>		<ol style="list-style-type: none"><li>Words where 'ou' makes an /ow/ sound</li><li>Words where 'ou' makes a /u/ sound</li><li>Words where 'y' makes an /i/ sound</li><li>Words ending in '-sure'</li><li>Words ending in '-ture'</li><li>Challenge words</li><li>Words with the prefix 're-'</li><li>Words with the prefix 'dis-'</li><li>Words with the prefix 'mis-'</li><li>Words where '-ing' and '-ed' are added to multisyllabic words</li><li>Words where '-ing', '-en' and '-ed' are added to multisyllabic words</li><li>Challenge words</li><li>Words with the 'ai' digraph</li></ol>		<ol style="list-style-type: none"><li>Words that are homophones</li><li>Words with the prefix 'in-'</li><li>Words with the prefixes 'il-', 'im-' and 'ir-'</li><li>Words with the prefix 'sub-'</li><li>Words with the prefix 'inter-'</li><li>Challenge Words.</li><li>Words ending in '-ation'</li><li>Words ending in '-ation'</li><li>Words ending '-ly'</li><li>Words ending '-lly'</li><li>Words where 'ch' makes a /sh/ sound</li><li>Challenge Words</li><li>Words ending in '-sion'</li></ol>	<ol style="list-style-type: none"><li>Words ending in '-tious' and '-ious'</li><li>Words ending in '-cious'</li><li>Words ending in /shul' spelled. '-cial'</li><li>Words ending in /shul/ spelled '-tial'</li><li>Words ending in /shul/ spelled '-cial' and '-tial'</li><li>Challenge words</li><li>Words ending in '-ant'</li><li>Words ending in '-ance' and '-ancy'</li><li>Words ending in '-ent' and '-ence'</li><li>Words ending in '-able' and '-ible'</li><li>Words ending in '-ably' and '-ibly'</li><li>Challenge Words</li><li>Words ending in '-able', where the 'e' from the root word remain</li></ol>	<ol style="list-style-type: none"><li>Challenge Words</li><li>Challenge Words</li><li>Challenge Words</li><li>Challenge Words</li><li>Challenge Words</li><li>Challenge Words</li><li>Challenge Words</li><li>Challenge Words</li><li>Challenge Words</li><li>Challenge Words</li><li>Words with the short vowel sound /i/ spelled 'y'</li><li>Words with the long vowel sound /igh/ spelled 'y'</li><li>Adding the prefix '-over'</li></ol>





Hayton C of E Primary School

Learning Quest English

Spring Term Plans 2022-23



# Hayton C of E Primary School

## English Curriculum overview 2022-23 – Spring Term

Hayton C of E Primary School						
English Curriculum overview 2022-23 – Spring Term						
Little Acorns	Nursery			Reception		
Topic	Superheroes		Traditional Tales	Superheroes		Traditional Tales
Enhancements	14 Feb Valentines Day Feb Shrovetide Tuesday 1 Mar Dī Davids Day Mar St Patricks Day Mar Mothers Day	21 17 19	22 <sup>nd</sup> April Eid  23 April St George Day  Easter	14 Feb Valentines Day 21 Feb Shrovetide Tuesday 1 Mar Dī Davids Day 17 Mar St Patricks Day 19 Mar Mothers Day	22 <sup>nd</sup> April Eid  23 April St George Day  Easter	
Key Texts	Superbat My Mum is a Superhero Here come the Superheroes Supertato Captain Tom non fiction Juniper Jupiter		Red Riding Hood  The 3 Little Pigs  Little Red	Superbat My Mum is a Superhero Here come the Superheroes Supertato Juniper Jupiter	Red Riding Hood  The 3 Little Pigs  Little Red	
Communication and Language	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions  Use longer sentences of four to six words		Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Use a wider range of vocabulary	Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Make predictions of what might happen next in a story.  Use new vocabulary throughout the day.	
Personal, Social & Emotional Development	Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Play with one or more other children, extending and elaborating play ideas	Identify and moderate their own feelings socially and emotionally.	Show resilience and perseverance in the face of challenge.	
Literacy	print can have different purposes  Develop their phonological awareness, so that they can: spot and suggest rhymes  Engage in extended conversations about stories, learning new vocabulary.		The names of the different parts of a book, develop their phonological awareness, so that they can: Count or clap syllables in a word  Write some letters accurately	Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school's phonic programme. Secure blending	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	
Phonics	Bug Club Phonics Phase 1 Unit C- Nature Shapes		Bug Club Phonics Phase 1 Unit D- The Missing Button	Bug Club Phonics Phase 3 Units 7-9	Bug Club Phonics Phase 3 Units 9-11	

## Hayton C of E Primary School

### English Curriculum overview 2022-23 – Spring Term

	Hedgehogs (Year 1)		Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)	
<b>Reading</b>	<p>‘</p> <p>Lost Toy museum by David Lucas</p> <p>The Teddy Robber by Ian Beck</p>	<p>No Dinner! By Jessica Souhami</p> <p>The leopard's drum by Jessica Souhami</p> <p>Deep in the woods by Christopher Corr</p> <p>Poem to perform by Julia Donaldson</p>	<p>Y2: The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</p> <p>The Wolf's story by Toby Forward</p> <p>The true story of the three little pigs by <u>Jon Scieszka</u></p> <p>Revolt Rhymes by Roald Dahl</p>	<p>Y3: Varjak Paw by SF Said</p> <p>Charlotte's Web by EB White</p> <p>Leon and the Place by Graham Baker-Smith</p> <p>between</p> <p>Hot like fire by Valerie Bloom</p>	<p>'Fireweed' by Jill Walsh</p>	<p>'The Diary of Ann Frank' by Josephine Poole</p>
<b>Writing</b>	<p>Hermelin: the detective mouse by Mini Grey</p> <ul style="list-style-type: none"> <li>Letter</li> <li>Detective story</li> </ul>	<p>Where the wild things are by Brian</p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Information text about 'wild things'</li> </ul>	<p>Y2: Rose Revere: Engineer</p> <ul style="list-style-type: none"> <li>Invention narrative</li> <li>Explanation</li> </ul> <ul style="list-style-type: none"> <li>Children in WW2</li> <li>Evacuee narrative</li> <li>letter</li> </ul>	<p>Y3: Varjak Paw by SF Said</p> <ul style="list-style-type: none"> <li>Setting description</li> <li>Character description</li> <li>Additional chapter</li> </ul> <ul style="list-style-type: none"> <li>Children in WW2</li> <li>Evacuee narrative</li> <li>letter</li> </ul>	<p>'Rose Blanche' by Roberto Innocenti</p> <p>- Diary</p>	<p><i>Letters from the lighthouse by Emma Carroll</i></p> <p>- Recount</p>
<b>Cross Curricular links</b>	<ul style="list-style-type: none"> <li>When my grandparents were young</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> <li>Hot and cold places</li> </ul>	<ul style="list-style-type: none"> <li>World War 2</li> <li>Genres: recount; letter; report (linked to WW2)</li> </ul>		<ul style="list-style-type: none"> <li>World War 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>World War 2</li> </ul>
<b>Cross curricular writing</b>	<ul style="list-style-type: none"> <li>Letter to grandparents asking about their childhood toys</li> </ul>	<ul style="list-style-type: none"> <li>Reports about animals</li> </ul>	<ul style="list-style-type: none"> <li>Informative reports about Blitz</li> <li>Information about rationing and keeping children safe during WW2</li> </ul>			<ul style="list-style-type: none"> <li>Informative report about Battle of Britain</li> </ul>

# Hayton C of E Primary School

## English (Grammar and Punctuation) Curriculum overview 2022-23 – Spring Term

	Hedgehogs (Year 1)		Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)	
<b>Grammar: Text</b>	<b>Focus on:</b> Sequencing sentences to form short narratives	<b>Build on previous units:</b> Paragraphs. <b>Focus on:</b> Sequencing sentences to form short narratives	Y2 <b>Focus on:</b> Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Y3 Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		<b>Build on previous year:</b> Present perfect and progressive forms of verbs instead of simple past. <b>Focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Focus on: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
<b>Grammar: Sentence</b>	<b>Build on previous units:</b> Character description <b>Focus on:</b> Combining words to make sentences Joining words and clauses using-and, because, so	<b>Focus on:</b> Combining words to make sentences Joining words and clauses using-and, because, so, but	Y2 <b>Build on previous units:</b> Questions, exclamations, statements. <b>Focus on:</b> Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification Y3 Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]		<b>Build on previous year:</b> Expanded noun phrases, prepositional phrases, relative clauses, adverbs, fronted adverbials <b>Focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	Build on previous year: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Focus on: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
<b>Grammar: Word</b>	<b>Build on previous units:</b> Nouns, suffix added to verbs -er <b>Focus on:</b> Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives	<b>Build on previous units:</b> Reinforce plural noun suffix –s-es <b>Focus on:</b> Suffix added to verbs – ing ed er	Y2 <b>Build on previous units:</b> Formation of adjectives using suffixes e.g. –ful -less <b>Focus on:</b> Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Y3 Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]		<b>Focus on:</b> 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 – formal and informal vocabulary choices	Build on previous year: The grammatical difference between plural and possessive –s Focus on: Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
<b>Punctuation</b>	Separation of words with spaces Capital letters Full Stops  Separation of words with spaces Capital letters Full Stops	Separation of words with spaces Capital letters Full Stops  Separation of words with spaces Capital letters Full Stops	Y2 <b>Build on previous units :</b> Inverted commas. <b>Focus on:</b> 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.  inverted commas to punctuate direct speech 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.		<b>Build on previous year:</b> Commas in a list of adjectives, bullet points, inverted commas, direct speech. <b>Focus on:</b> Colons to introduce a list and semi-colons for more elaborate lists, Use commas, brackets and dashes for parenthesis, Semi-colon to separate two main clauses	Build on previous year: Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials Focus on: Brackets, dashes or commas to indicate parenthesis

# Hayton C of E Primary School – English (Spelling) Curriculum overview 2022-23

Hayton C of E Primary School – English (Spelling )Curriculum overview 2022-23								
	Hedgehogs (Year 1)		Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)			
	<u>Year 1</u>		<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
Spring Term	1. Words with the split digraph 'u_e' 2. Words with the digraph 'ar' 3. Words with the digraph 'ee' 4. Words where the digraph 'ea' makes an /ee/ sound 5. Words where the digraph 'ea' makes an /e/ sound 6. Words where the digraph 'er' is stressed 7. Words where the digraph 'er' is unstressed 8. Words with the digraphs 'ir' and 'ur' 9. Words with the digraphs 'oo'/oo/ 10. Words with the digraphs 'oo'/u/ 11. Words where the digraphs 'oa' and 'oe' make an /oa/ sound 12. Words where the digraph 'ou' makes an /ow/ sound 13. Words where the digraph 'ow' makes an /ow/ or /oa/ sound		1. Words where '-es' is added to words ending in 'y' 2. Words where '-ed' is added to words ending in 'y' 3. Words where '-er' and '-est' are added to words ending in 'y' 4. Words where '-ing' is added to words ending in 'e' 5. Challenge Words 6. Words where '-er', '-est' and '-ed' is added to words ending in 'e' 7. Words where '-ing' is added to single syllable words 8. Words where '-ed' is added to single syllable words 9. Words where 'a' makes an /or/ sound 10. Words where 'o' makes an /u/ sound 11. Challenge Words 12. Words where 'ey' makes an /ee/ sound 13. Words where 'a' makes an /o/ soun	1. Words with the 'ei' digraph 2. Words where 'ey' makes an /ai/ sound 3. Adding the suffix '-ly' 4. Words that are homophones 5. Challenge Words 6. Words ending in 'al' 7. Words ending in 'le' 8. Adding '-ly' when the root word ends in '-le' 9. Adding '-ally' when the root word ends in '-ic' 10. Adding '-ly' when the words do not follow the spelling patterns 11. Challenge Words 12. Words ending in '-er' when the root word ends in 'ch' 13. Words where 'ch' makes a /k/ sound		1. Words ending in '-ous' 2. Words ending in '-ous' where the ge from the root word remains 3. Words where 'i' makes an /ee/ sound 4. Words ending in '-ious' and 'eous' 5. Challenge Words 6. Words where 'au' makes an /or/ sound 7. Words ending in '-tion' 8. Words ending in '-sion' 9. Words ending in '-cian' 10. Words that are adverbs of manner 11. Challenge Words 12. Words that are homophones 13. Words spelled with 'c' before 'i' and 'e'	1. Words that are adverbs of time 2. Words ending in '-fer' 3. Words with 'silent' first letters 4. Words with 'silent' letters 5. Challenge Words 6. Words spelled with 'ie' after c 7. Words where 'ei' makes an /ee/ sound 8. Words where 'ough' makes an /or/ sound 9. Words containing 'ough' 10. Adverbs of possibility and frequency 11. Challenge Words 12. Words that are homophones or near homophones 13. Words that are homophones	1. Words with the suffix '-ful' 2. Words that can be nouns and verbs 3. Words with an /oa/ sound spelled 'ou' or 'ow' 4. Words with a 'soft c' spelled 'ce' 5. Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' 6. Words with a /f/ sound spelled 'ph' 7. Words with origins in other countries and languages 8. Words with unstressed vowel sounds 9. Words ending with /shuhl/ spelled 'cial' 10. Words ending with /shuhl/ spelled 'tial' 11. Words beginning with 'acc' 12. Words with the suffix '-ably' 13. Words with the suffix '-ible'



Hayton C of E Primary School

Learning Quest English

Summer Term Plans 2022-23

Hayton C of E Primary School English Curriculum overview 2022-23 – Summer Term						
Little Acorns	Nursery			Reception		
Topic	Growing	Seaside		Growing	Seaside	
Enhancements	RHS Britain in bloom 21 Jun Summer solstice	Beach trip		RHS Britain in bloom 21 Jun Summer solstice	Beach trip	
Key Texts	Oliv er’s vegetables Seed to Plant Kate who tamed the Wind It starts with a seed The tiny seed Tree The Extraordinary Gardiner	Seashore  A first book of the sea  The Sea Saw  The storm whale		Oliv er’s vegetables Seed to Plant Kate who tamed the Wind It starts with a seed The tiny seed Tree The Extraordinary Gardiner	Seashore  A first book of the sea  The Sea Saw  The storm whale	
Communication and Language	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Sing a large repertoire of songs.	Use talk to organise themselv es and their play: “Let’s go on a bus... you sit there... I’ll be the driv er.”		Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to dev elop a deep familiarity with new knowledge and v ocabulary.  Learn rhymes, poems and songs	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new v ocabulary in different contexts.	
Personal, Social & Emotional Development	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.  Increasingly follow rules, understanding why they are important.	Understand gradually how others might be feeling.  Remember rules without needing an adult to remind them.		Manage their own needs.	Think about the perspectives of others.	
Literacy	Page sequencing  print can have different purposes  Dev elop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	The names of the different parts of a book  Dev elop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother  Write some or all of their name.		Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.	
Phonics	Bug Club Phonics Phase 1 Unit E- From Seed to Sandwich	Bug Club Phonics Phase 1 Unit F- A Day At the Beach		Bug Club Phonics Phase 4 Unit 12 Consolidation	Consolidation and reteaching of any unknown sounds.	



# Hayton C of E Primary School

## English Curriculum overview 2022-23 – Summer Term

	Hedgehogs (Year 1)		Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)	
<b>Reading</b>	The Lion Inside by Rachel Bright Where my wellies take me by Michael Morpurgo Something smells - poems	Can't you sleep, little bear by Martin Waddell Peace at last by Jill Murphy Mrs Armitage on Wheels by Quentin Blake Poems out loud by Joseph Coelho	Y2: The Flower by John Light Grandpa's Garden by Stella Fry How to protect a polar bear by Dr Jess French It starts with a seed poems by Laura Knowles  Y3: Stig of the dump by Clive James Harry the poisonous centipede by Joanne Reid Banks Pippy Longstocking by Astrid Lindgren Welcome to my crazy life poems		Tales from Africa The Nowhere Emporium	Windrush Child by Benjamin Zephaniah
<b>Writing</b>	The Last wolf by Mini Grey • Recipes • Narrative	The Secret of Black Rock by Jo Todd Stanton • Postcards • Return narrative	Y2: Bog Baby by Jeanne Willis • Instructions 'Bloom' by Ann Booth • Diary Entry The Night Gardener by Terry and Eric Fan • Diary entry • Setting description • Locational writing  • Y3: • Stig of the dump  • Dear Earth by Isabel Otter and Clara Anganuz • Descriptive letter • Jemmy Button • Letter • 'Return' story		The Arrival by Shaun Tan • Narrative  'Journey' by Aaron Becker • Narrative  'Dreams of Freedom' • Letters • Narrative	'Dreams of Freedom' • Letters • Narrative  'Henry's Freedom Box' • Diary • biography
<b>Cross Curricular links</b>	• Science – senses; plants and growing	• Geography – seaside comparison • DT – Axles and wheels • Science- seasonal changes	• Science – living things ; habitats; plants • History – immigration / significant black people • Geography – locational comparison		• Immigration • Geographical study of where people flee from to settle in UK • Significant individuals from Windrush generation and beyond	
<b>Cross curricular writing</b>	reports	• recounts	• Reports • recounts		• Biography • Reports • Recounts • Persuasive letter	

English (Grammar and Punctuation) Curriculum overview 2022-23 – Summer Term

English (Grammar and Punctuation) Curriculum overview 2022-23 – Summer Term					
	Hedgehogs (Year 1)		Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)
<b>Grammar: Text</b>	<b>Focus on:</b> Sequencing sentences to form short narratives	<b>Focus on:</b> Sequencing sentences to form short narratives	Y2 <b>Focus on:</b> Correct choice and consistent use of past and present tense throughout writing	<b>Build on previous units:</b> Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	<b>Build on previous units:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials <b>Focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme  <b>Focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information
			Y3 Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		
<b>Grammar: Sentence</b>	<b>Focus on:</b> Combining words to make sentences Joining words and clauses using-and, because, so, but	<b>Focus on:</b> Combining words to make sentences Joining words and clauses using-and, because, so, but	Y2 <b>Focus on:</b> 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 statement, question and command	<b>Focus on:</b> Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification	<b>Build on previous units:</b> Expanded noun phrases, prepositional phrases, relative clauses, adverbs, fronted adverbials  <b>Focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal  Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
			Y3 Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]		
<b>Grammar: Word</b>	<b>Build on previous units:</b> How prefix un – changes the meaning of verbs and adjectives <b>Focus on:</b> Reinforce plural noun suffix -s -es Suffix added to verbs -ed	<b>Build on previous units :</b> Suffix added to verbs –ing ed er  <b>Focus on:</b> Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives	Y2 <b>Build on previous units:</b> Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives  <b>Focus on:</b> Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	<b>Build on previous year:</b> Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives  <b>Focus on:</b> Use of the suffix –ly to turn adjectives into adverbs	<b>Build on previous units:</b> Verb inflections (we were instead of we was) The grammatical difference between plural and possessive –s  <b>Focus on:</b> 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 - informality of direct quote contrasting with formality of vocabulary choices
			Y3 Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]		
<b>Punctuation</b>	<b>Focus on:</b> Separation of words with spaces Capital letters, Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	<b>Focus on:</b> Separation of words with spaces Capital letters, Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Y2 <b>Build on previous units:</b> Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list <b>Focus on:</b> Apostrophes to mark where letters are missing in spelling (contractions)	<b>Focus on:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	<b>Build on previous units:</b> Colons to introduce a list and semi-colons for more elaborate lists, Use commas, brackets and dashes for parenthesis, Semi-colon to separate two main clauses <b>Focus on:</b> Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials  <b>Focus on:</b> Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)
			Y3 inverted commas to punctuate direct speech 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 (Spelling) Curriculum overview 2022-23

	Hedgehogs (Year 1)	Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)		
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Summer Term	<div>1. Words ending in 'y'/ee/ and 've'/e/</div> <div>2. Words with the digraphs 'ue' and 'ew'</div> <div>3. Words where 'ie' makes an /igh/ sound</div> <div>4. Words where 'ie' makes an /ee/ sound</div> <div>5. Words with the trigraph 'igh'</div> <div>6. Words with the digraph 'or' and the trigraph 'ore'</div> <div>7. Words where 'aw' and 'au' make an /or/ sound</div> <div>8. Words with the trigraphs 'air' and 'ear'</div> <div>9. Words where the trigraphs 'air' and 'ear' make an /air/ sound</div> <div>10. Words with digraphs 'ph' and 'wh'</div>	<div>1. Words where 'or' and 'ar' make an /er/ or /or/ sound</div> <div>2. Words where 's' makes an /z/ sound</div> <div>3. Words ending in '-ment' and '-ness'</div> <div>4. Words ending in '-ful' and '-less'</div> <div>5. Words that are homophones or near homophones</div> <div>6. Words that are homophones or near homophones</div> <div>7. Words ending in '-tion'</div> <div>8. Words containing an apostrophe for contraction</div> <div>9. Words containing an apostrophe for possession</div> <div>10. Challenge Words</div>	<div>1. Words where 'que' makes a /k/ sound</div> <div>2. Words where 'sc' makes a /s/ sound</div> <div>3. Words that are homophones</div> <div>30.Challenge Words</div> <div>4. Words that end in 'sion'</div> <div>5. Revision of spelling patterns learned in Stage 3</div> <div>33.Revision of spelling patterns learned in Stage 3</div> <div>34.Revision of spelling patterns learned in Stage 3</div> <div>35.Revision of spelling patterns learned in Stage 3</div> <div>36.Revision of spelling patterns learned in Stage 3</div>	<div>1. Words containing 'sol' and 'real'</div> <div>2. Words containing 'phon' and 'sign'</div> <div>3. Words with the prefixes 'super-', 'anti-' and 'auto'</div> <div>4. Words with the prefix 'bi-'</div> <div>5. Challenge Words</div> <div>6. Words containing an apostrophe for possession</div> <div>7. Revision of spelling patterns learned in Stage</div> <div>8. Revision of spelling patterns learned in Stage</div> <div>9. Revision of spelling patterns learned in Stage</div> <div>10. Revision of spelling patterns learned in Stage 4</div>	<div>1. Words that are homophones</div> <div>2. Words that are homophones or near homophones</div> <div>3. Words that are homophones or near homophones</div> <div>4. Challenge Words</div> <div>5. Words with hyphen</div> <div>6. Challenge Words</div> <div>7. .Revision: Year 5 words</div> <div>8. Revision: Year 5 words</div> <div>9. Revision: Year 5 words</div> <div>10. .Revision: Year 5 words</div>	<div>1. Adding the suffix '-ibly' to create an adverb</div> <div>2. Words ending in '-ent' and '-ence'</div> <div>3. Words ending in '-er', '-or' and '-ar'</div> <div>4. Adverbs synonymous with determination</div> <div>5. Adjectives to describe settings</div> <div>6. .Adjectives to describe feelings</div> <div>7. Adjectives to describe characters</div> <div>8. Grammar Vocabulary 1</div> <div>9. Grammar Vocabulary</div> <div>10. Mathematical Vocabulary</div>



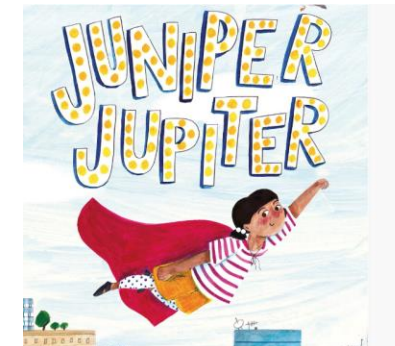
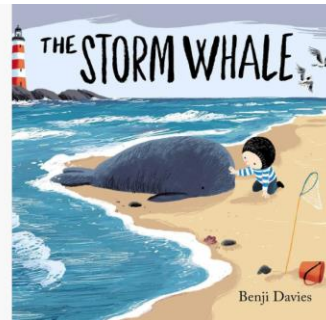
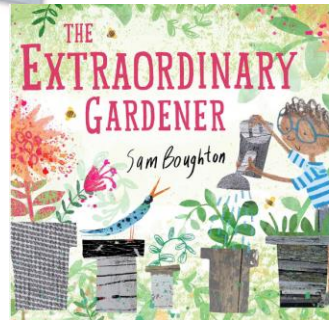
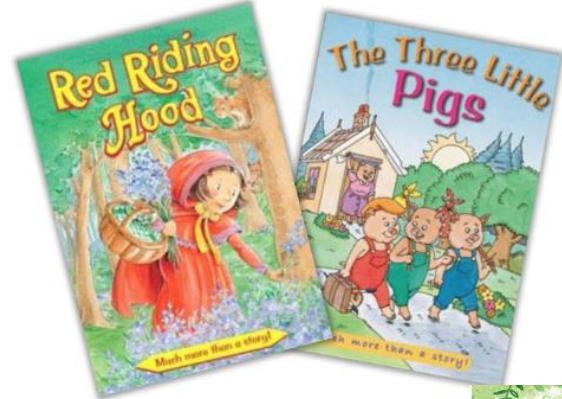
Hayton C of E Primary School

Learning 'QUEST' ENGLISH Curriculum

2022-23 – Annual overview

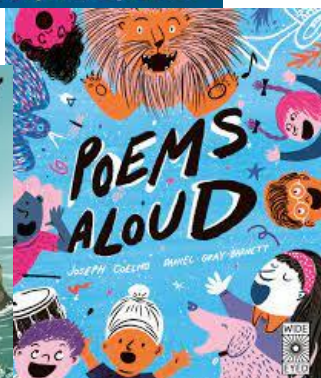
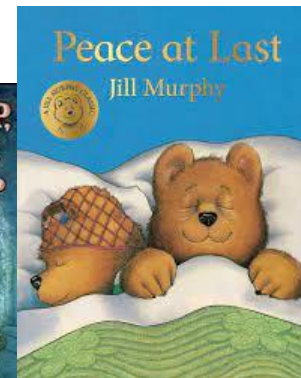
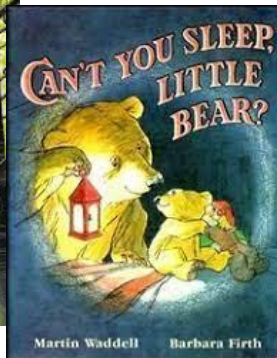
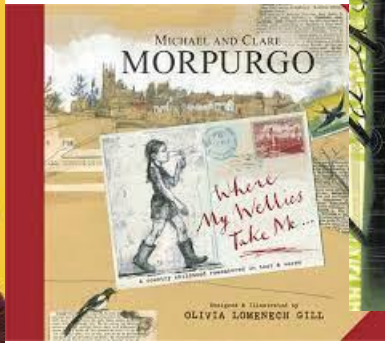
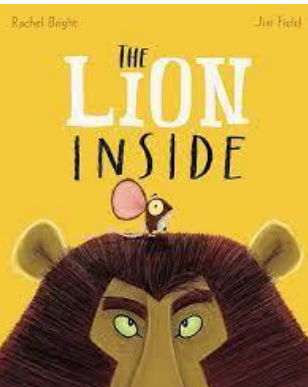
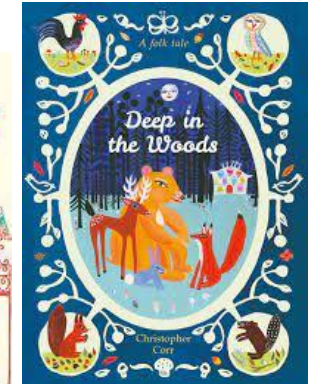
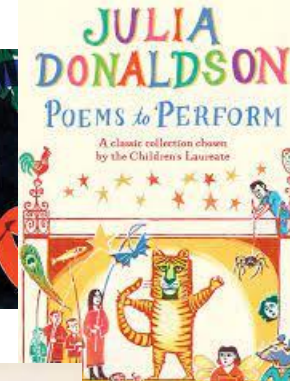
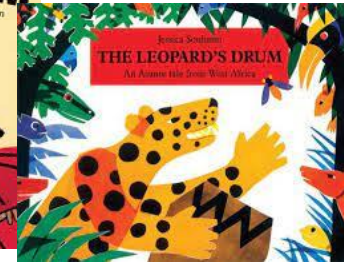
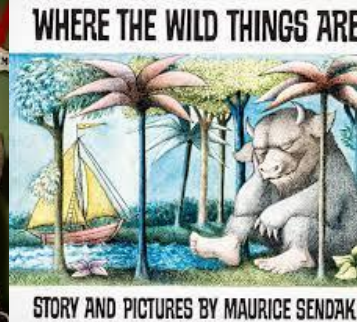
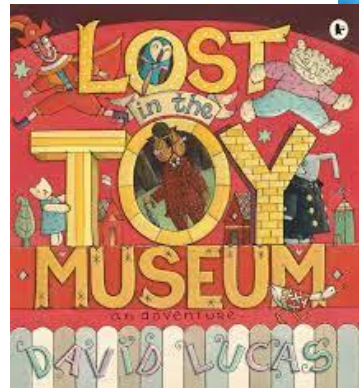
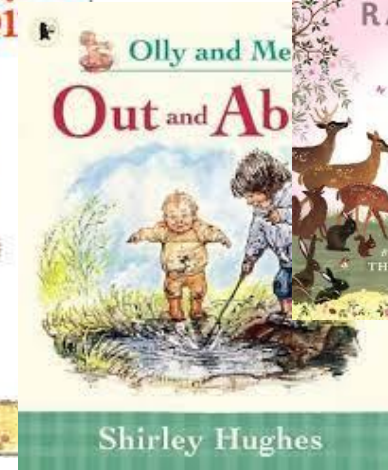
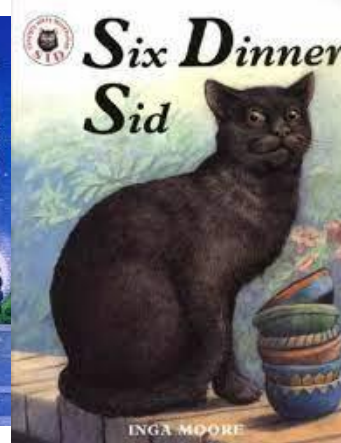
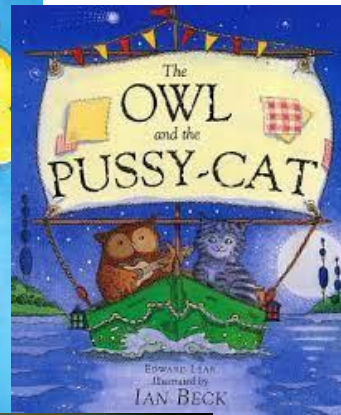
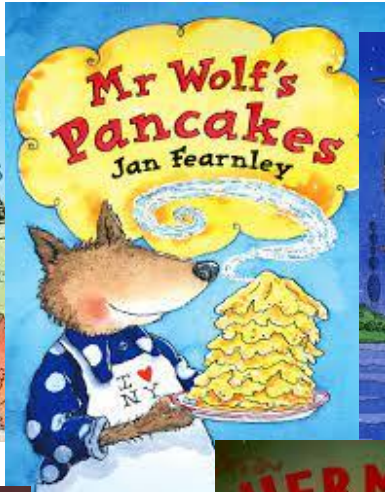
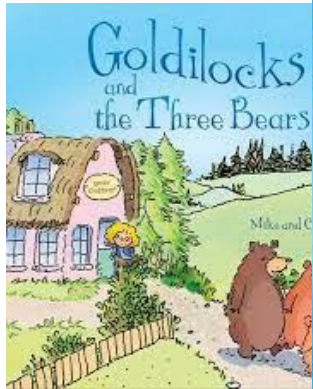


# Books we are reading this year ... 'Little Acorns' (EARLY YEARS)





# Books we are reading this year ... Hedgehogs (Year 1)



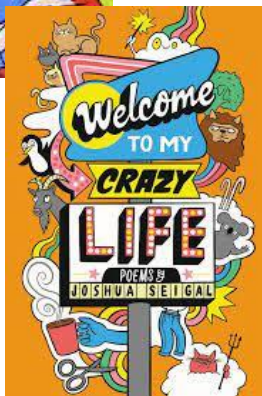
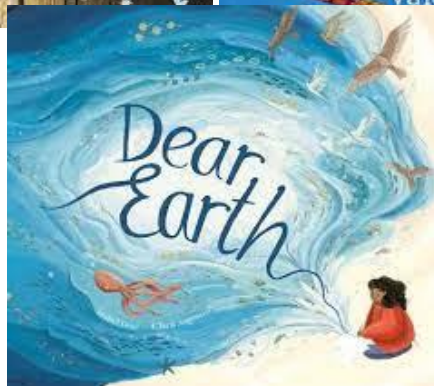
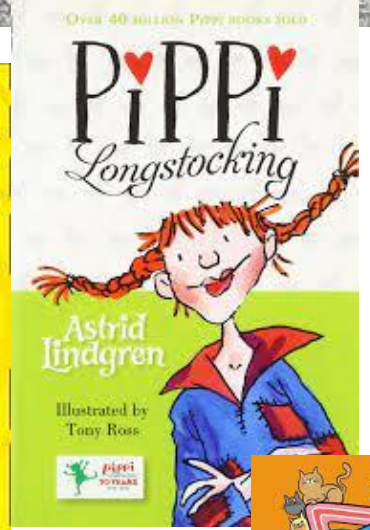
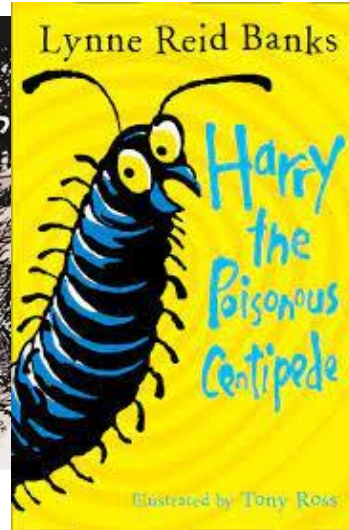
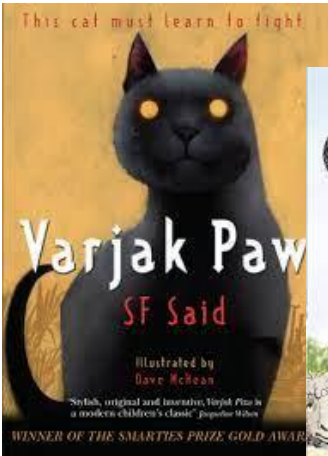
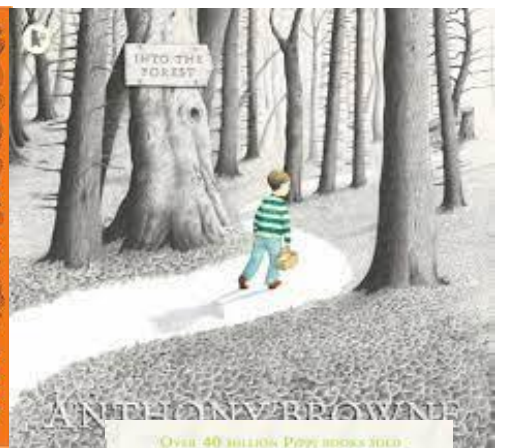
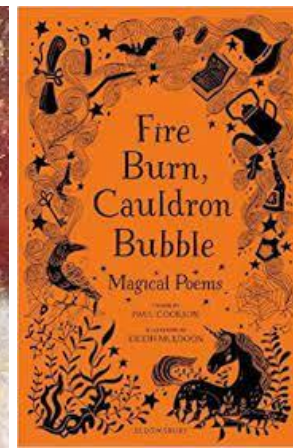
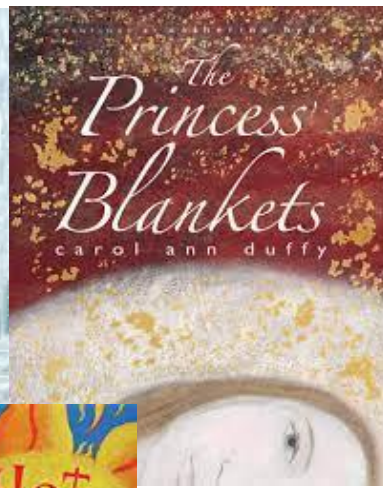
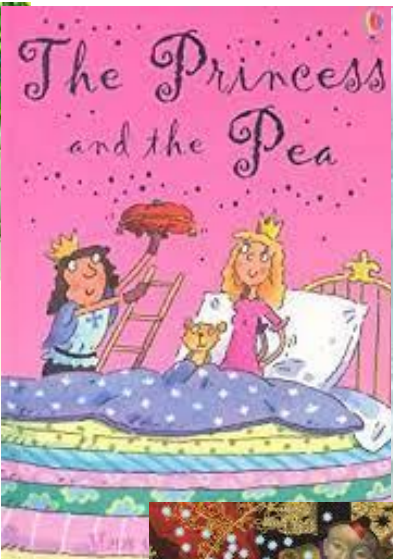
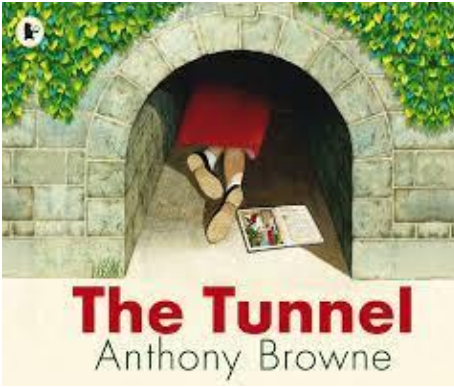


# Books we are reading this year ... Otters (Year 2)



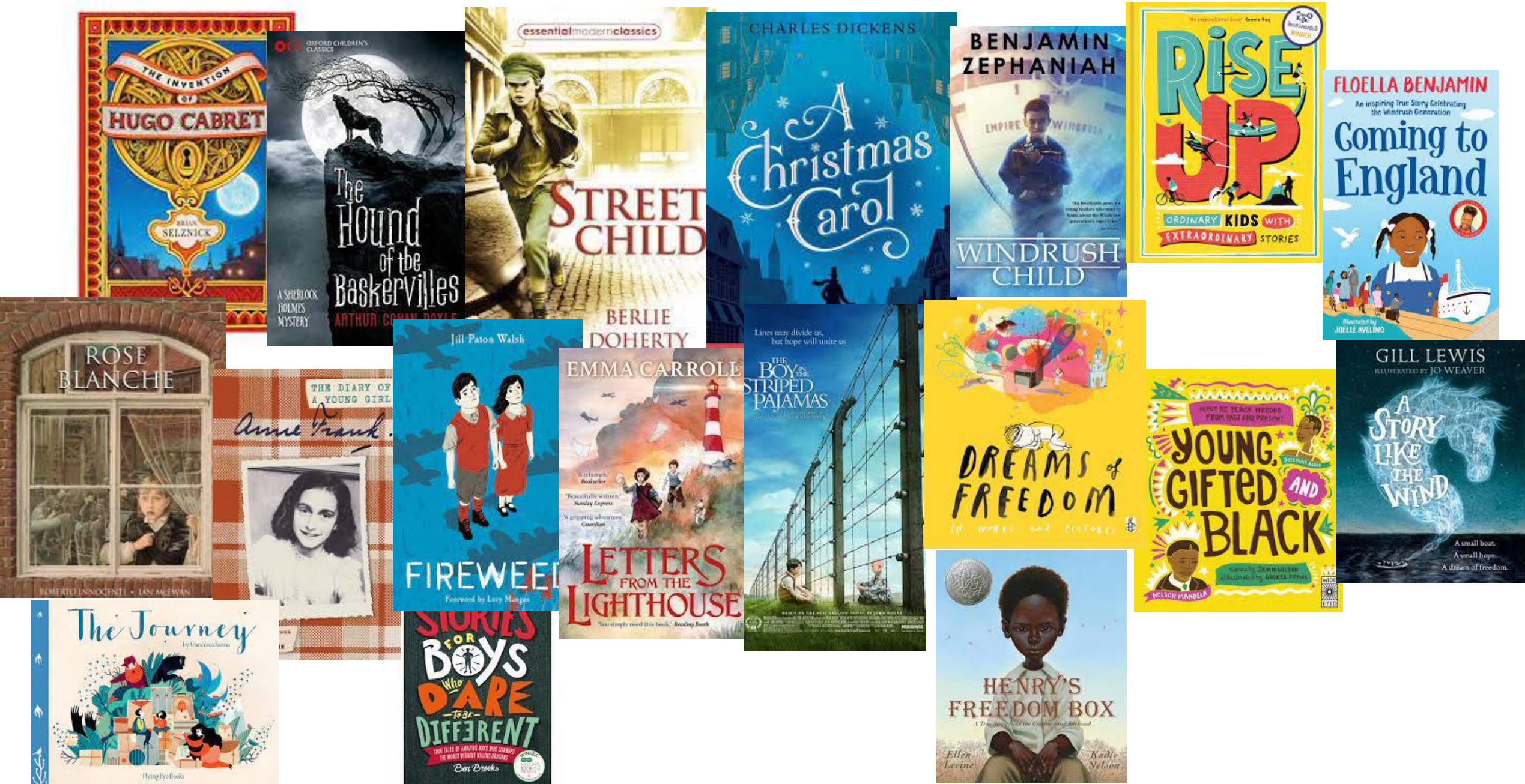


# Books we are reading this year ... Otters (Year 3)





# Books we are reading this year ... Badgers and Foxes (Year 4, 5, 6)



# English National Curriculum

Progression across KS1 and 2

## Reading:

Year 1

Year 2

Year 3 & 4

Year 5 & 6

## Writing:

Year 1

Year 2

Year 3 & 4

Year 5 & 6

## Grammar & Punctuation:

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6





# Reading: National Curriculum





S&L	<ul style="list-style-type: none"> <li>o listen and respond appropriately to adults and their peers</li> <li>o ask relevant questions to extend their understanding and knowledge</li> <li>o use relevant strategies to build their vocabulary</li> <li>o articulate and justify answers, arguments and opinions</li> <li>o give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>o maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>o use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>o speak audibly and fluently with an increasing command of Standard English</li> <li>o participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>o gain, maintain and monitor the interest of the listener(s)</li> <li>o consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>o select and use appropriate registers for effective communication</li> </ul>			
Word Reading	<ul style="list-style-type: none"> <li><input type="checkbox"/> apply phonic knowledge and skills as the route to decode words</li> <li><input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li><input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li><input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li><input type="checkbox"/> read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li><input type="checkbox"/> read other words of more than one syllable that contain taught GPCs</li> <li><input type="checkbox"/> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li><input type="checkbox"/> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li><input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li><input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li><input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above</li> <li><input type="checkbox"/> read words containing common suffixes</li> <li><input type="checkbox"/> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li><input type="checkbox"/> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li><input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li><input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet</li> <li><input type="checkbox"/> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>o being encouraged to link what they read or hear read to their own experiences</li> <li>o becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>o recognising and joining in with predictable phrases</li> <li>o learning to appreciate rhymes and poems, and to recite some by heart</li> <li>o discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li><input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>o drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>o checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>o discussing the significance of the title and events</li> <li>o making inferences on the basis of what is being said and done</li> <li>o predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li><input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say</li> <li><input type="checkbox"/> explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>o listening to, discussing and expressing 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</li> <li>o discussing the sequence of events in books and how items of information are related</li> <li>o becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>o being introduced to non-fiction books that are structured in different ways</li> <li>o recognising simple recurring literary language in stories and poetry</li> <li>o discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>o discussing their favourite words and phrases</li> <li>o continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li><input type="checkbox"/> understand both the books that they can already read accurately and fluently and those that they listen to by:               <ul style="list-style-type: none"> <li>o drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>o checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>o making inferences on the basis of what is being said and done</li> <li>o answering and asking questions</li> <li>o predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li><input type="checkbox"/> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li><input type="checkbox"/> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>o listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>o reading books that are structured in different ways and reading for a range of purposes</li> <li>o using dictionaries to check the meaning of words that they have read</li> <li>o increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>o identifying themes and conventions in a wide range of books</li> <li>o preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>o discussing words and phrases that capture the reader's interest and imagination</li> <li>o recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li><input type="checkbox"/> understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>o checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>o asking questions to improve their understanding of a text</li> <li>o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>o predicting what might happen from details stated and implied</li> <li>o identifying main ideas drawn from more than one paragraph and summarising these</li> <li>o identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li><input type="checkbox"/> retrieve and record information from non-fiction</li> <li><input type="checkbox"/> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils should be taught to:               <ul style="list-style-type: none"> <li>o maintain positive attitudes to reading and understanding of what they read by:                   <ul style="list-style-type: none"> <li>o continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>o reading books that are structured in different ways and reading for a range of purposes</li> <li>o increasing their 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</li> <li>o recommending books that they have read to their peers, giving reasons for their choices</li> <li>o identifying and discussing themes and conventions in and across a wide range of writing</li> <li>o making comparisons within and across books</li> <li>o learning a wider range of poetry by heart</li> <li>o preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>o understand what they read by:                   <ul style="list-style-type: none"> <li>o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>o asking questions to improve their understanding</li> <li>o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>o predicting what might happen from details stated and implied</li> <li>o summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>o identifying how language, structure and presentation contribute to meaning</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li><input type="checkbox"/> distinguish between statements of fact and opinion</li> <li><input type="checkbox"/> retrieve, record and present information from non-fiction</li> <li><input type="checkbox"/> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li><input type="checkbox"/> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li><input type="checkbox"/> provide reasoned justifications for their views</li> </ul>

# Hayton C of E Primary School – whole school reading foci

## Key Stage 1:

<b>READ – phonics –</b> <b>automaticity of reading – End</b> <b>KS1 Oxford level 9/10</b> <b>Greater depth – Oxford level</b> <b>11/12</b>	 <b>Retrieve &amp; locate</b> <b>Summarise - check reading makes</b> <b>sense to them</b>	 <b>Deduce &amp; Infer</b> <b>Prove It! 'What has been said and done?'</b> Predict Vocabulary Make links
To be able to use my phonic skills to decode words I don't know.  To chop longer words up into syllables to help me read them.	To be able to quickly and confidently retrieve information from different texts in response to questions.  To know when reading does not make sense and to go back and re-read.	To talk about how characters in stories might be feeling when important things happen.  To identify what characters might say to each other when important things happen in stories.  To talk about clues in the text that help me understand characters when I read (PROVE IT!)

## Key Stage 2:

 <b>Retrieve</b> Summarise Skim & Scan	 <b>Explore Language</b>	 <b>Analyse &amp;</b> <b>Compare</b>	 <b>Deduce &amp; Infer</b> Prove It! Predict Vocabulary
To be able to quickly and confidently retrieve information from different texts in response to questions.  To be able to summarise what has been read.	To explore language authors have used to create images and special effects.  To identify similes, metaphors and personification in writing.	To compare texts and discuss what is the same / different.	To use clues from action, description and dialogue to justify how characters act, feel and think.  To be able to find evidence in texts to support ideas and opinions (PROVE IT!)  To be able to justify ideas and opinions, using evidence in the text to support (SPECS).

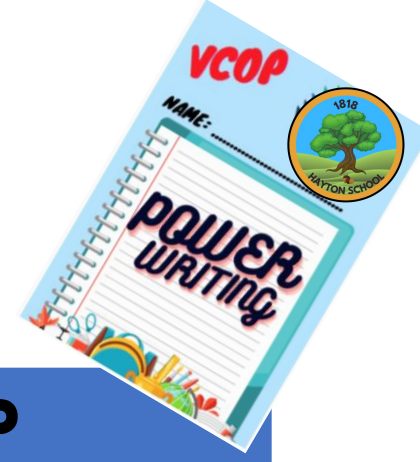
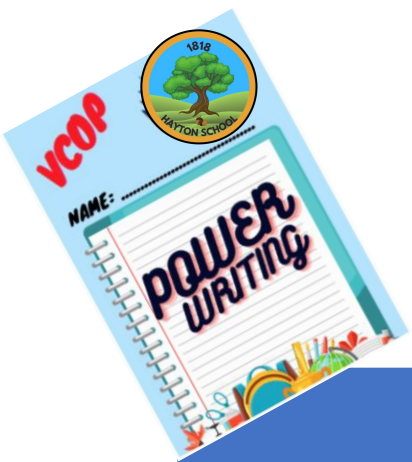


# Writing: National Curriculum

Transcription	<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> spell: <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li><input type="checkbox"/> name the letters of the alphabet: <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li><input type="checkbox"/> add prefixes and suffixes: <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li><input type="checkbox"/> apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li><input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> </li> <li><input type="checkbox"/> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li><input type="checkbox"/> apply spelling rules and guidance, as listed in English Appendix 1</li> <li><input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li><input type="checkbox"/> spell further homophones</li> <li><input type="checkbox"/> spell words that are often misspelt (English Appendix 1)</li> <li><input type="checkbox"/> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, childrens]</li> <li><input type="checkbox"/> use the first two or three letters of a word to check its spelling in a dictionary</li> <li><input type="checkbox"/> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use further prefixes and suffixes and understand the guidance for adding them</li> <li><input type="checkbox"/> spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li><input type="checkbox"/> continue to distinguish between homophones and other words which are often confused</li> <li><input type="checkbox"/> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li><input type="checkbox"/> use dictionaries to check the spelling and meaning of words</li> <li><input type="checkbox"/> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li><input type="checkbox"/> use a thesaurus</li> </ul>
Handwriting & Presentation	<ul style="list-style-type: none"> <li><input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly</li> <li><input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li><input type="checkbox"/> form capital letters</li> <li><input type="checkbox"/> form digits 0-9</li> <li><input type="checkbox"/> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> form lower-case letters of the correct size relative to one another</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li><input type="checkbox"/> use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> write legibly, fluently and with increasing speed by:</li> <li><input type="checkbox"/> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li><input type="checkbox"/> choosing the writing implement that is best suited for a task</li> </ul>
Composition	<ul style="list-style-type: none"> <li><input type="checkbox"/> write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> </li> <li><input type="checkbox"/> discuss what they have written with the teacher or other pupils</li> <li><input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li><input type="checkbox"/> consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li><input type="checkbox"/> make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> <li><input type="checkbox"/> read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li><input type="checkbox"/> draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li><input type="checkbox"/> evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li><input type="checkbox"/> proof-read for spelling and punctuation errors</li> <li><input type="checkbox"/> read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li><input type="checkbox"/> draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li><input type="checkbox"/> evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li><input type="checkbox"/> proof-read for spelling and punctuation errors</li> </ul>
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li><input type="checkbox"/> use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li><input type="checkbox"/> learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> <li><input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li><input type="checkbox"/> indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> </li> <li><input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li><input type="checkbox"/> indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> <li><input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

# Hayton C of E Primary School - whole school writing priorities and foci

(these put 'POWER' into our writing)



V	C	O	P
(vocabulary)	(conjunctions)	(openers)	(punctuation)

Words that  
may you  
go...  
'WOW!'

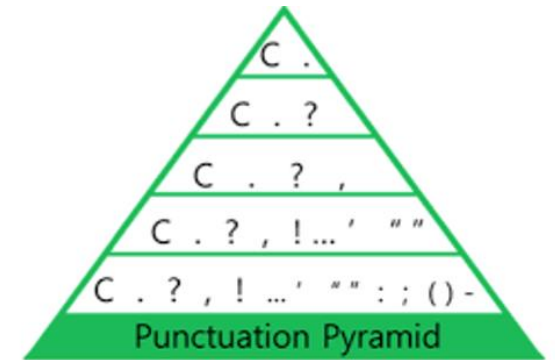
Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever when whereas whether	if in case in order that	though till that	even though even if	because before	until unless	since

'POWER'  
Sentence  
OPENERS

+



- I** ing - Smiling sweetly, she turned and walked away.
- S** simile - Like the chocolates in the box, she vanished quickly.
- P** preposition - On top of the hill, the wolf stood and watched.
- A** adverb - Hurriedly, he snatched the ticket.
- C** conjunction - When he found his bone, the dog settled at the bottom of the stairs.
- E** ed - Pleased with what he had done, he stood back and admired his work.


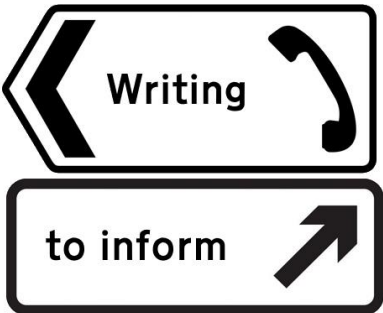




## Hayton C of E Primary School – English (Genre) Curriculum overview 2022-23

	Hedgehogs (Year 1)	Otters (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)		
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	• <u>Year 6</u>
Autumn Term	<ul style="list-style-type: none"> <li>Traditional narrative tale</li> <li>Instructions</li> <li>Poem</li> <li>Traditional narrative tale</li> <li>Instructions</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Character description</li> <li>Setting description</li> <li>Report</li> <li>Poem</li> <li>Banning narrative</li> <li>Letter</li> </ul>	<ul style="list-style-type: none"> <li>Character description</li> <li>Setting description</li> <li>Report</li> <li>Poem</li> <li>Lost Narrative</li> <li>Newspaper Report</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry</li> <li>Letter</li> <li>Film review</li> <li>Setting description</li> <li>Cliffhanger Narrative</li> <li>Formal Report</li> <li>Poem</li> </ul>		
Spring Term	<ul style="list-style-type: none"> <li>Letter</li> <li>Detective story</li> <li>Narrative</li> <li>Information text about 'wild things'</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Invention narrative</li> <li>Explanation</li> <li>Evacuee narrative</li> <li>Letter</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Setting description</li> <li>Character description</li> <li>Additional chapter</li> <li>Evacuee narrative</li> <li>Letter</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Diary</li> <li>Bravery Award Speech</li> <li>Diary</li> <li>Non-chronological report</li> <li>Character description</li> <li>Radio broadcast</li> <li>Poem</li> </ul>		
Summer Term	<ul style="list-style-type: none"> <li>Recipes</li> <li>Narrative</li> <li>Postcards</li> <li>Return narrative</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Diary Entry</li> <li>Setting description</li> <li>Locational writing</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Setting description</li> <li>Character narrative</li> <li>Descriptive letter</li> <li>'Return' story</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Recount</li> <li>Strong character narrative</li> <li>Letters</li> <li>Diary</li> <li>Biography</li> <li>Poem</li> </ul>		



## The four purposes for writing at Hayton 2022 23:

To entertain	To inform	To persuade	To discuss
 <p>Writing to entertain</p>			
<ul style="list-style-type: none"> <li>• Traditional narrative tales</li> <li>• Poems</li> <li>• Detective story</li> <li>• Narratives</li> <li>• Postcards</li> <li>• Return narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Letters</li> <li>• Information text about 'wild things'</li> <li>• Recipes</li> </ul>		
<ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting description</li> <li>• Poems</li> <li>• Banning narrative</li> <li>• Invention narrative</li> <li>• Evacuee narrative</li> <li>• Additional chapter</li> <li>• Diary Entry</li> </ul>	<ul style="list-style-type: none"> <li>• Report</li> <li>• Letter</li> <li>• Explanation</li> <li>• Letter</li> <li>• Newspaper report</li> <li>• Instructions</li> </ul>		
<ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Setting description</li> <li>• Cliffhanger Narrative</li> <li>• Poems</li> <li>• Character description</li> <li>• 'Strong character narrative'</li> </ul>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Formal Report</li> <li>• Bravery Award Speech</li> <li>• Non-chronological report</li> <li>• Recount</li> <li>• Biography</li> </ul>	<ul style="list-style-type: none"> <li>• Locational writing</li> </ul>	<ul style="list-style-type: none"> <li>• Radio broadcast</li> <li>• Balanced argument</li> </ul>

## Writing to entertain (KS1)

### Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

### Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

### Other Style Ideas

- Focus on oral work first
- Use opportunities to reading own work aloud

### Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,  
*They pulled and pulled at the turnip to get it out.*
- Use **noun phrases** which add detail to description,  
*very old grandma, brave woodchopper*
- Use the **progressive form** for verbs,  
*Goldilocks was walking through the woods.*
- Use **exclamation sentences** where appropriate,  
*What big eyes you have, Grandma!*

### Adverbials

First Then Next After Later  
The next day...

### Conjunctions

and but so or when

### Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



## Writing to entertain (LKS2)

### Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organize in time sequence

### Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

### Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,  
*Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description  
*...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context  
*Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion  
*They crept into Minos's great labyrinth. Inside the maze...*

### Adverbials

Soon Meanwhile As...  
The next day... Later...  
Carefully Without a thought...

### Conjunctions

if when because while  
as until whenever once

### Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,  
*Mum asked, "Will you be home for tea?"*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



## Writing to entertain (UKS2)

### Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organise in time sequence

### Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

### Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.  
*Although Theseus was scared, he prepared to enter the maze.*  
*Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context,  
*Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a wide range of sentence structures to add interest

### Adverbials

Meanwhile Later that day Silently  
Within moments All night Nearby  
Under the treetops Never before  
-ing openers -ed openers

### Conjunctions

if when because while  
as until whenever once  
since although unless rather

### Punctuation Content

- Use **brackets** for incidentals,  
*Amy saw Katie (her best friend) standing outside.*
- Use **dashes** to emphasise additional information,  
*The girl was distraught - she cried for hours.*
- Use **colons** to add further detail in a new clause,  
*The girl was distraught: she cried for hours.*
- Use **semi-colons** to join related clauses,  
*Some think this is awful; others disagree.*



## Writing to inform (KS1)

### Text Types

- Recount
- Letter
- Instructions

### Text Features

- Appropriate use of past and present tense

### Other Style Ideas

- Could use a writing frame to structure sections
- May include images

### Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,  
*Badgers sleep in the day and look for food at night.*
- Use **subordinating conjunctions** in the middle of sentences,  
*Badgers can dig well because they have sharp claws*
- Use **noun phrases** which inform,  
*sharp claws, black fur*
- Use **commas** to separate items in a list,  
*You will need flour, eggs, sugar and water.*
- Use **exclamation sentences** where appropriate,  
*What a fantastic time we all had!*

### Adverbials

First Firstly Next After Later

### Conjunctions

and but so or when  
if because

### Punctuation Content

- Use **finger spaces** between words
- Use **capital letters** & **full stops** to mark sentences
- Use **question mark**,  
*Did you know...?*
- Use **apostrophes** to mark possession,  
*A badger's home is underground*



## Writing to inform (LKS2)

### Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

### Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

### Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

### Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,  
*Although they have a fierce reputation, the Vikings weren't all bad.*
- Use **expanded noun phrases** to inform,  
*A tall dark-haired man was seen leaving the scene.*
- Use **commas** to separate adjectives in a list,  
*You will need flour, eggs, sugar and water.*
- Use **relative clauses** to add further detail  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **present perfect** tense to place events in time,  
*This week we have visited the Science Museum.*

### Adverbials

First Firstly Before After Later  
Soon Also In addition However

### Conjunctions

when before after while  
because if

### Punctuation Content

- Consolidate four main punctuation marks (. , ! ?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials  
*After lunch, we went into the museum*
- Use **commas** to mark subordinate clauses  
*When he was a boy, Dahl did not like reading.*
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



## Writing to inform (UKS2)

### Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

### Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

### Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

### Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,  
*The Polar Bear, although it is large, can move at great speed.*
- Use **expanded noun phrases** to inform,  
*...a tall dark-haired man with a bright-red cap...*
- Use **relative clauses** to add further detail  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **passive voice** to remain formal or detached,  
*The money was stolen from the main branch.*
- Begin to use **colons** to link related clauses,  
*England was a good country to invade: it had plenty of useful land.*

### Adverbials

Meanwhile At first After  
Furthermore Despite As a result  
Consequently Due to For example

### Conjunctions

when before after while  
because if although as

### Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets** or **dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons** & **semi-colons** to mark clauses





# Writing to persuade (LKS2)

## Text Types

- Advertising
- Letter
- Speech
- Poster

## Text Features

- Use of 2<sup>nd</sup> person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

## Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

## Grammar and Sentences

- Use **imperative** verbs to convey urgency,  
*Buy it today! Listen very carefully...*
- Use **rhetorical questions** to engage the reader,  
*Do you want to have an amazing day out?*
- Use **noun phrases** to add detail and description,  
*Our fantastic resort has amazing facilities for everyone*
- Use **relative clauses** to provide additional enticement  
*Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

## Adverbials

Firstly Also In addition  
However On the other hand  
Therefore In conclusion

## Conjunctions

if because unless so  
and but even if when

## Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **! ?** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses  
*After your visit, you won't want to leave.*  
*Once you've tasted our delicious sandwiches, you'll be coming back for more!*



# Writing to persuade (UKS2)

## Text Types

- Advertising
- Letter
- Speech
- Campaign

## Text Features

- Use of 2<sup>nd</sup> person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

## Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

## Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,  
*Buy it today! This product will transform your life..*
- Use **adverbials** to convey sense of certainty,,  
*Surely we can all agree...?*
- Use **short sentences** for emphasis  
*This has to stop! Vote for change!*
- Use of the **subjunctive form** for formal structure  
*If I were you, I would...*

## Adverbials

Firstly Furthermore In addition  
However Nevertheless Therefore  
Consequently In conclusion

## Conjunctions

if because although unless  
since even if rather whereas  
in order to whenever whether

## Punctuation Content

- Use **! ?** for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis  
*This is our chance—our only chance—to make a difference.*
- Use **semi-colons** for structure repetition,  
*Bring your friends; bring your children; bring the whole family!*



# Writing to discuss (UKS2)

## Text Types

- Balanced argument
- Newspaper article
- Review

## Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

## Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

## Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,  
*It could be argued... Some might say...*
- Use **relative clauses** to provide supporting detail  
*The rainforest, which covers almost a third of South America...*
- Use **adverbials** to provide cohesion across the text,  
*Despite its flaws... On the other hand...*
- Use **expanded noun phrases** to describe in detail  
*The dramatic performance by the amateur group was...*
- Begin to use **passive voice** to maintain impersonal tone,  
*The film was made using CGI graphics*

## Adverbials

Firstly Furthermore In addition  
However Nevertheless Therefore  
Consequently In conclusion

## Conjunctions

if because although unless  
since even if rather whereas  
in order to whenever whether

## Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis  
*This performance—the first by such a young gymnast—was a masterpiece!*
- Use **semi-colons** for to mark related clauses,  
*Some argue ... ; others say...*
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists





Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i> )	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i> )	How <i>and</i> can join <b>words</b> and join <b>sentences</b>	The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i> )	<b>Subordination</b> (using <i>when</i> , <i>if</i> , <i>that</i> , or <i>because</i> ) and <b>co-ordination</b> (using <i>or</i> , <i>and</i> , or <i>but</i> )	Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming</i> , <i>he was shouting</i> )	Capital letters for names and for the personal <b>pronoun</b> <i>I</i>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i> , <i>-er</i>	Expanded noun phrases for description and specification (e.g. <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i> )	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	pronoun, possessive pronoun, adverbial
Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i> , <i>-less</i> (A fuller list of <b>suffixes</b> can be found in the spelling annex.)	<b>Sentences</b> with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the <b>suffixes</b> <i>-er</i> and <i>-est</i> to form comparisons of <b>adjectives</b> and <b>adverbs</b>	Expressing time and cause using <b>conjunctions</b> (e.g. <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>because</i> ), <b>adverbs</b> (e.g. <i>then</i> , <i>next</i> , <i>soon</i> , <i>so</i> ), or <b>prepositions</b> (e.g. <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> )	Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i> )	<b>Apostrophes</b> to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as <i>super-</i> , <i>anti-</i> , <i>auto-</i>	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the <b>determiners</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. <i>a rock</i> , <i>an open box</i> )	Fronted <b>adverbials</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>	Use of speech marks to <b>punctuate</b> direct speech	
<b>Word families</b> based on common words	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>why</i> , or <i>whose</i>	Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> )	Apostrophes to mark singular and <b>plural</b> possession (e.g. <i>the girl's name</i> , <i>the boys' boots</i> )	
The grammatical difference between <b>plural</b> and <b>possessive</b> -s	Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ) or <b>adverbs</b> (e.g. <i>perhaps</i> , <i>surely</i> )	Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i> ), place (e.g. <i>nearby</i> ) and number (e.g. <i>secondly</i> )	Use of commas after fronted <b>adverbials</b> (e.g. <i>Later that day</i> , <i>I heard the bad news.</i> )	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> )	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ), and <b>elision</b> .	Brackets, dashes or commas to indicate parenthesis	
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> )	Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence</i> is over there, or <i>the fact that it was raining</i> meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
<b>Verb prefixes</b> (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> )	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the <b>subjunctive</b> in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i> , <i>alleged</i> , or <i>claimed</i> in formal speech or writing)			<b>Punctuation</b> of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man eating shark</i> , or <i>recover</i> versus <i>re-cover</i> )	

## Progression in grammar at Hayton:

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



## Hayton C of E Primary School – English (Spelling) Curriculum overview 2022-23

	Hedgehogs (Year 1)		Offers (Year 2 and 3)		Badgers and Foxes (Year 4, 5, and 6)		
	Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<div><div>1. Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</div><div>2. Words with the /k/ and /nk/ sound</div><div>3. Words with the trigraph 'tch'</div><div>4. Adding '-s' and '-es' to make plurals</div><div>5. Adding the suffixes '-ing' and '-ed'</div><div>6. Adding the prefix 'un-' and the suffixes '-er' and '-est'</div><div>7. Compound words and words with unstressed vowels</div><div>8. Words with the digraphs 'ai' and 'oi'</div><div>9. Words with the digraphs 'ay' and 'oy'</div><div>10. Words with the split digraph 'a_e'</div><div>11. Words with the split digraph 'e_e'</div><div>12. Words with the split digraph 'l_e'</div><div>13. Words with the split digraph 'o_e'</div></div>		<div><div>1. Words where 'dge' makes a /j/ sound</div><div>2. Words where 'ge' makes a /j/ sound</div><div>3. Words where 'g' makes a /j/ sound</div><div>4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</div><div>5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</div><div>6. Challenge Words</div><div>7. Words where 'wr' makes a /r/ sound at the beginning of words</div><div>8. Words ending in 'le'</div><div>9. Words ending in 'el'</div><div>10. Words ending in 'al'</div><div>11. Words ending in 'il'</div><div>12. Challenge Words</div><div>13. Words where 'y' makes an /igh/ sound</div></div>	<div><div>1. Words where 'ou' makes an /ow/ sound</div><div>2. Words where 'ou' makes a /u/ sound</div><div>3. Words where 'y' makes an /i/ sound</div><div>4. Words ending in '-sure'</div><div>5. Words ending in '-ture'</div><div>6. Challenge words</div><div>7. Words with the prefix 're-'</div><div>8. Words with the prefix 'dis-'</div><div>9. Words with the prefix 'mis-'</div><div>10. Words where '-ing' and '-ed' are added to multisyllabic words</div><div>11. Words where '-ing', '-en' and '-ed' are added to multisyllabic words</div><div>12. Challenge words</div><div>13. Words with the 'ai' digraph</div></div>	<div><div>1. Words that are homophones</div><div>2. Words with the prefix 'in-'</div><div>3. Words with the prefixes 'il-', 'im-' and 'ir-'</div><div>4. Words with the prefix 'sub-'</div><div>5. Words with the prefix 'inter-'</div><div>6. Challenge Words</div><div>7. Words ending in '-ation'</div><div>8. Words ending in '-ation'</div><div>9. Words ending in '-ly'</div><div>10. Words ending in '-lly'</div><div>11. Words where 'ch' makes a /sh/ sound</div><div>12. Challenge Words</div><div>13. Words ending in '-sion'</div></div>	<div><div>1. Words ending in '-tious' and '-ious'</div><div>2. Words ending in '-cious'</div><div>3. Words ending in /shul/ spelled '-cial'</div><div>4. Words ending in /shul/ spelled '-tial'</div><div>5. Words ending in /shul/ spelled '-cial' and '-tial'</div><div>6. Challenge words</div><div>7. Words ending in '-ant'</div><div>8. Words ending in '-ance' and '-ancy'</div><div>9. Words ending in '-ent' and '-ence'</div><div>10. Words ending in '-able' and '-ible'</div><div>11. Words ending in '-ably' and '-ibly'</div><div>12. Challenge Words</div><div>13. Words ending in '-able', where the 'e' from the root word remain</div></div>	<div><div>1. Challenge Words</div><div>2. Challenge Words</div><div>3. Challenge Words</div><div>4. Challenge Words</div><div>5. Challenge Words</div><div>6. Challenge Words</div><div>7. Challenge Words</div><div>8. Challenge Words</div><div>9. Challenge Words</div><div>10. Challenge Words</div><div>11. Words with the short vowel sound /i/ spelled 'y'</div><div>12. Words with the long vowel sound /igh/ spelled 'y'</div><div>13. Adding the prefix '-over'</div></div>
Spring Term	<div><div>1. Words with the split digraph 'u_e'</div><div>2. Words with the digraph 'ar'</div><div>3. Words with the digraph 'ee'</div><div>4. Words where the digraph 'ea' makes an /ee/ sound</div><div>5. Words where the digraph 'ea' makes an /e/ sound</div><div>6. Words where the digraph 'er' is stressed</div><div>7. Words where the digraph 'er' is unstressed</div><div>8. Words with the digraphs 'ir' and 'ur'</div><div>9. Words with the digraphs 'oo' /oo/</div><div>10. Words with the digraphs 'oo' /u/</div><div>11. Words where the digraphs 'oa' and 'oe' make an /oa/ sound</div><div>12. Words where the digraph 'ou' makes an /ow/ sound</div><div>13. Words where the digraph 'ow' makes an /ow/ or /oa/ sound</div></div>		<div><div>1. Words where '-es' is added to words ending in 'y'</div><div>2. Words where '-ed' is added to words ending in 'y'</div><div>3. Words where '-er' and '-est' are added to words ending in 'y'</div><div>4. Words where '-ing' is added to words ending in 'e'</div><div>5. Challenge Words</div><div>6. Words where '-er', '-est' and '-ed' is added to words ending in 'e'</div><div>7. Words where '-ing' is added to single syllable words</div><div>8. Words where '-ed' is added to single syllable words</div><div>9. Words where 'a' makes an /or/ sound</div><div>10. Words where 'o' makes an /u/ sound</div><div>11. Challenge Words</div><div>12. Words where 'ey' makes an /ee/ sound</div><div>13. Words where 'a' makes an /o/ sound</div></div>	<div><div>1. Words with the 'ei' digraph</div><div>2. Words where 'ey' makes an /ai/ sound</div><div>3. Adding the suffix '-ly'</div><div>4. Words that are homophones</div><div>5. Challenge Words</div><div>6. Words ending in 'al'</div><div>7. Words ending in 'le'</div><div>8. Adding '-ly' when the root word ends in 'le'</div><div>9. Adding '-ally' when the root word ends in '-ic'</div><div>10. Adding '-ly' when the words do not follow the spelling patterns</div><div>11. Challenge Words</div><div>12. Words ending in '-er' when the root word ends in 'ch'</div><div>13. Words where 'ch' makes a /k/ sound</div></div>	<div><div>1. Words ending in '-ous'</div><div>2. Words ending in '-ous' where the ge from the root word remains</div><div>3. Words where 'i' makes an /ee/ sound</div><div>4. Words ending in '-ious' and 'eous'</div><div>5. Challenge Words</div><div>6. Words where 'ou' makes an /or/ sound</div><div>7. Words ending in '-tion'</div><div>8. Words ending in '-sion'</div><div>9. Words ending in '-cian'</div><div>10. Words that are adverbs of manner</div><div>11. Challenge Words</div><div>12. Words that are homophones</div><div>13. Words spelled with 'c' before 'i' and 'e'</div></div>	<div><div>1. Words that are adverbs of time</div><div>2. Words ending in '-fer'</div><div>3. Words with 'silent' first letters</div><div>4. Words with 'silent' letters</div><div>5. Challenge Words</div><div>6. Words spelled with 'ie' after c</div><div>7. Words where 'ei' makes an /ee/ sound</div><div>8. Words where 'ough' makes an /or/ sound</div><div>9. Words containing 'ough'</div><div>10. Adverbs of possibility and frequency</div><div>11. Challenge Words</div><div>12. Words that are homophones or near homophones</div><div>13. Words that are homophones</div></div>	<div><div>1. Words with the suffix '-ful'</div><div>2. Words that can be nouns and verbs</div><div>3. Words with an /oa/ sound spelled 'ou' or 'ow'</div><div>4. Words with a 'soft c' spelled 'ce'</div><div>5. Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</div><div>6. Words with a /f/ sound spelled 'ph'</div><div>7. Words with origins in other countries and languages</div><div>8. Words with unstressed vowel sounds</div><div>9. Words ending with /shuh/ spelled 'cial'</div><div>10. Words ending with /shuhl/ spelled 'tial'</div><div>11. Words beginning with 'acc'</div><div>12. Words with the suffix '-ably'</div><div>13. Words with the suffix '-ible'</div></div>
Summer Term	<div><div>1. Words ending in 'y' /ee/ and 've' /e/</div><div>2. Words with the digraphs 'ue' and 'ew'</div><div>3. Words where 'ie' makes an /igh/ sound</div><div>4. Words where 'ie' makes an /ee/ sound</div><div>5. Words with the trigraph 'igh'</div><div>6. Words with the digraph 'or' and the trigraph 'ore'</div><div>7. Words where 'aw' and 'au' make an /or/ sound</div><div>8. Words with the trigraphs 'air' and 'ear'</div><div>9. Words where the trigraphs 'air' and 'ear' make an /air/ sound</div><div>10. Words with digraphs 'ph' and 'wh'</div></div>		<div><div>1. Words where 'or' and 'ar' make an /er/ or /or/ sound</div><div>2. Words where 's' makes an /z/ sound</div><div>3. Words ending in '-ment' and '-ness'</div><div>4. Words ending in '-ful' and '-less'</div><div>5. Words that are homophones or near homophones</div><div>6. Words that are homophones or near homophones</div><div>7. Words ending in '-tion'</div><div>8. Words containing an apostrophe for contraction</div><div>9. Words containing an apostrophe for possession</div><div>10. Challenge Words</div></div>	<div><div>1. Words where 'que' makes a /k/ sound</div><div>2. Words where 'sc' makes a /s/ sound</div><div>3. Words that are homophones</div><div>30. Challenge Words</div><div>4. Words that end in 'sion'</div><div>5. Revision of spelling patterns learned in Stage 333. Revision of spelling patterns learned in Stage 334. Revision of spelling patterns learned in Stage 335. Revision of spelling patterns learned in Stage 336. Revision of spelling patterns learned in Stage 3</div></div>	<div><div>1. Words containing 'sol' and 'real'</div><div>2. Words containing 'phon' and 'sign'</div><div>3. Words with the prefixes 'super-', 'anti-' and 'auto'</div><div>4. Words with the prefix 'bi-'</div><div>5. Challenge Words</div><div>6. Words containing an apostrophe for possession</div><div>7. Revision of spelling patterns learned in Stage</div><div>8. Revision of spelling patterns learned in Stage</div><div>9. Revision of spelling patterns learned in Stage</div><div>10. Revision of spelling patterns learned in Stage 4</div></div>	<div><div>1. Words that are homophones</div><div>2. Words that are homophones or near homophones</div><div>3. Words that are homophones or near homophones</div><div>4. Challenge Words</div><div>5. Words with hyphen</div><div>6. Challenge Words</div><div>7. Revision: Year 5 words</div><div>8. Revision: Year 5 words</div><div>9. Revision: Year 5 words</div><div>10. Revision: Year 5 words</div></div>	<div><div>1. Adding the suffix '-ibly' to create an adverb</div><div>2. Words ending in '-ent' and '-ence'</div><div>3. Words ending in '-er', '-or' and '-ar'</div><div>4. Adverbs synonymous with determination</div><div>5. Adjectives to describe settings</div><div>6. Adjectives to describe feelings</div><div>7. Adjectives to describe characters</div><div>8. Grammar Vocabulary 1</div><div>9. Grammar Vocabulary</div><div>10. Mathematical Vocabulary</div></div>