



Nurture Inspire Achieve

# English Curriculum Overview 2022



At Holymead Primary School we want our pupils to achieve high quality outcomes, through a broad, balanced, inspiring (creative, fun and exciting) curriculum.

Our focus is on:

- Keeping children safe
- Good quality teaching focusing on skills and knowledge
- A well planned, coherent, varied and interesting curriculum
- High quality outcomes



We have identified, using a range of data, 3 key factors that underpin and shape our School Curriculum.

- Promoting Pupils' Personal Responsibility
- Developing Pupils' Life Skills
- Increasing Pupils' Cultural Capital

# Holymead Primary School

## English Curriculum Overview

Skills	Reading Decoding and Comprehension	Handwriting and Presentation	Spelling	Grammar and Punctuation	Composition	Exploring Text Type and Genre	Editing
Writing Text Type and Genre (see KS2 appendices for more detail)							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Name writing Pencil grip Labelling baby to adult with initial sounds 'Free the vegetables' initial sounds labelling Describing the Evil Pea Sorry letter to the Evil Pea Recipe for pumpkin soup	Books providing cc focus for PSHC RR Sequencing sentences to form a short narrative Character description Fact files Debates Drama & role play	<u>Fiction</u> <u>sequencing</u> Diary entry Descriptions Newspaper report Rhyme Innovation Non- Fiction Non-chronological report writing Sequencing Book review	<u>Fiction</u> Diary entry Character descriptions Writing traditional tales  Non-fiction  Debate Discussion text	<u>Fiction</u> Character descriptions Setting descriptions Poetry Diary entry Narrative  <u>Non-fiction</u>  Non Chron report Discussion Persuasive writing	<u>Fiction</u> Description Letter Travel Guide Report writing Poetry	Diary letters Fiction writing (incl. dialogue) descriptive/ emotions information Poetry Song writing Speech  <u>Non-fiction</u> Instruction and explanation Persuasive writing Formal letter writing Non –chron report
Term 2	News writing Labelling a firefighter Missing poster Writing a prescription for the doctor Describe injured animals for the vet If I were a ...vet/firefighter/doctor Christmas cards Sequencing the nativity Letter for Santa	Sequencing sentences to form a narrative Descriptive writing Poetry – Colour & Michael Rosen Rap Descriptive writing Poetry Innovation Character description Drama and role play	Chronological report writing <u>Fiction</u> Character description Story writing Description Retell Newspaper report Comprehension Letter Book review Christmas poetry	<u>Non-Fiction – The Emperor's Egg</u> Newspapers Persuasive writing Non-chronological reports	<u>Fiction</u> Diary Dialogue/ fiction Settings / descriptions  <u>Non-fiction</u> Newspaper report Instructions	<u>Fiction</u>  Descriptive writing Narrative  <u>Non-fiction</u> Persuasive Newspaper Report	<u>Fiction</u> Informal letter Diary Direct speech Play scripts Explanations Poetry  <u>Non - Fiction</u> Discussion
Term 3	News writing Retelling stories Write a list for a picnic How would you catch a star? Fact book about space Design and label a planet If I were an astronaut.... If an alien came to school I would.... Design and label an alien	<u>Fiction</u> Traditional tale writing Character description Setting description Story sequencing and re-writing Innovation Debate Non-fiction Research and questioning Non chronological report Fact file	<u>Fiction</u> Character Story writing Description Poems <u>Non- fiction - Bats</u> Non-chronological report writing. Predictions Writing in role Plan and write a story Comprehension	<u>Fiction – Nim's Island</u>  <u>Fiction</u> Diary Persuasive speech Descriptive writing techniques  <u>Non-fiction</u>  Note taking & fact files Instruction writing	<u>Fiction</u> Poem Fiction writing Setting / descriptions Diary entry Character descriptions  <u>Non-fiction</u>  Newspaper report Non-chronological report Persuasive writing	<u>Fiction</u> Monologue Descriptive writing Playscript Poetry Diary  <u>Non-fiction</u> Report writing	<u>Fiction</u> Character description Character perspective Inference and fact retrieval Symbolism in creative writing  <u>Non - Fiction</u> Non chron reports Explanation Persuasive texts Poetry

			<u>Poetry</u> Edward Lear poem study	Persuasive speech			
Term 4	News writing Ordering chick photos and describing how they have changed. How to care for chicks instruction. Observational writing about the chicks. Fruit smoothie recipe What fruit am I? Innovate Dear Zoo Letter to the zoo	Character description Wanted posters Letter writing News report Information poster Labelling Report writing Re-write of story Drama and role play	<u>Author study</u> Book reviews Story writing Poems Blurb Debate Description techniques Innovation Inferences Comparisons Letter Recipes	<u>Fiction – Spiderwick</u> Character investigations/ descriptions Persuasive letters school report  <u>Non-fiction</u> Film reviews	Character description Diary entry Newspaper report Narrative Letter Television commentary	<u>Fiction</u> Narrative (incl. dialogue) biography persuasive advert Descriptive writing Narrative  <u>Non-fiction</u> Customer review (information test)	Descriptive writing Diary writing (Ship's log) Creating tension Poetry  <u>Non-fiction</u> Survival guided (explanation and instruction) Discussion
Term 5	Porridge recipe Invitation to a teddy bear's picnic Lost poster for the Gingerbread man Wanted poster for the wolf Letter to the wold Would you climb up the beanstalk? Letter from the troll to the goats Instructions to plant a seed	Non chronological report Non Fiction writing Instructions Letter writing News report Wanted posters Invitation writing	Fiction Non-chronological report Character Drama Description Recount Innovation Character's point of view Letters Persuasion Diary entry Text retrieval	<u>Fiction</u> Poetry Fables  <u>Non-fiction</u> Note taking & documentary scripts Instruction	Recipe / instructions Narrative Character description Setting description	<u>Non-fiction</u> Information text (job advert) formal letter writing Newspaper report	<u>Fiction</u> Formal letters / informal story writing incl. film clips  <u>Non-fiction</u>  Non chon. Reports Persuasive (adverts) Persuasion Discussion
Term 6	News writing Innovate the Gruffalo story Wanted poster for the Gruffalo Innovate the Hungry caterpillar If I were an insect Letter to their new teacher Design and label a silly shell for a snail	Re-write of story Questioning Persuasion Role play and drama Hearts and minds Holiday brochure Scene description and comparisons Character description Wanted Poster NF non-chronological report Letter writing	Non- chronological report Instructions Story invention Description Poetry Comparison Predictions Lost poster Descriptions Diary entry Newspaper report Recount Thank you letter	Weslandia -Paul Fleischman  <u>Fiction</u> personal monologue diary entry Descriptive writing (senses) Persuasive advert  <u>Non-fiction</u>	Narrative Menu Play script Character description Newspaper article Play script	<u>Fiction</u> Persuasive writing (letter and speech) narrative diary Leaflet	Scripts Creative writing Play scripts discussion/ argument tests newspaper report

Book Study							
<b>Term 1/2</b>	<p>Topic-All about me</p> <ul style="list-style-type: none"> <li>Nursery Rhymes</li> <li>Clever sticks</li> <li>This is our house</li> <li>My family</li> <li>Friendship big books- e.g. Honesty</li> </ul> <p>Topic-People who help us</p> <ul style="list-style-type: none"> <li>Story-The Bad Bread Adventure (Our own written version of The Little Red Hen)</li> <li>Non-fiction books about Firefighters, Doctors, vets and Police officers</li> </ul>	<p>The Smartest Giant in Town</p> <p>Clever Sticks</p> <p>Peace at Last</p> <p>Baby Elephant</p> <p>Jack and the Beanstalk</p> <p>Aaaarrgghh Spider</p> <p>Spider poem</p> <p>The Tiger Who Came to Tea</p> <p>Poetry: Michael Rosen Colours and The Michael Rosen Rap</p> <p>Stick Man</p> <p>Little Robin Red Vest</p>	<p>The Snail and the Whale</p> <p>The Storm Whale</p> <p>The Storm Whale in Winter</p> <p>The Bear and the Hare</p> <p>Dragon Post</p> <p>Bog Baby</p> <p>Christmas Poems</p>	<p>Stone Age Boy</p> <p>Satoshi Kitamura</p> <p>Hansel and Gretel - Anthony Browne</p> <p>The Emperor's Egg by Martin Jenkins</p>	<p>The Mousehole Cat</p> <p>Antonia Barber</p> <p>Inside the Villains</p> <p>Clotilde Perrin</p> <p>The Lost Thing</p> <p>Shaun Tan</p>	<p>Journey</p> <p>Aaron Becker</p> <p>Who Let the Gods Out?</p> <p>Matt Evans</p>	<p>Shackleton's Journey</p> <p>William Grill</p> <p>Macbeth</p> <p>William Shakespeare</p>
<b>Term 3/4</b>	<p><i>Topic-Space</i></p> <ul style="list-style-type: none"> <li>Story -Whatever Next- Jilly Murphy</li> <li>Aliens love underpants</li> <li>Non-fiction books related to space</li> <li>Man on the moon</li> <li>Zoom rocket zoom</li> <li>How to catch a star</li> </ul> <p><i>Topic-Animals</i></p> <ul style="list-style-type: none"> <li>Story- Dear Zoo</li> <li>Handa's Surprise</li> <li>Animal non-fiction book</li> </ul>	<p>Little Red Hen</p> <p>Non-fiction Animal facts (frogs)</p> <p>Traditional Tales- Little Red Riding Hood</p> <p>Little Red Reading Hood</p> <p>A Hero Called Wolf</p> <p>The Queen Knickers</p> <p>Frog Vs Toad</p> <p>Lost and Found</p>	<p>Stellaluna</p> <p>N/F Bats</p> <p>Poetry (in bat unit)</p> <p>Poetry – Edward Lear</p> <p>The Disgusting Sandwich</p> <p>The Bear and the Piano</p> <p>The Bear, the Piano the Dog and the Fiddle</p>	<p>Nim's Island</p> <p>By Wendy Orr</p> <p>The Spiderwick Chronicles</p> <p>By Holly Black &amp; Tony DiTerlizzi</p>	<p>Lost Happy Endings</p> <p>Carol Anne Duffy</p> <p>Why the Whales Came</p> <p>Michael Morpurgo</p> <p>Firework Maker's Daughter</p> <p>Phillip Pullman</p> <p>Leon and the Place Between</p> <p>Angela McAllister</p>	<p>A Midsummer Night's Dream</p> <p>William Shakespeare (retold by Helen Street)</p> <p>The Nowhere Emporium</p> <p>Ross Mackenzie</p>	<p>Skellig</p> <p>David Almond</p> <p>Kensuke's Kingdom</p> <p>Michael Morpurgo</p>

<b>Term 5/6</b>	<p>Topic-Traditional tales</p> <ul style="list-style-type: none"> <li>• The three little pigs</li> <li>• Three Billy goats gruff</li> <li>• Goldilocks and the three bears</li> <li>• <i>Gingerbread man</i></li> </ul> <p><i>Topic-If you go down to the woods</i></p> <ul style="list-style-type: none"> <li>• <i>Story-The Gruffalo</i></li> <li>• <i>Non fiction about bugs and trees</i></li> <li>• <i>The Gruffalo's child</i></li> <li>• <i>Percy the Park Keeper</i></li> </ul>	<p>The Perfect Present The Tiny Seed Poetry – Seeds, plants, seasons. Man on the Moon Traction Man It Starts with a Seed The Perfect Pet Pete's Perfect Pizza Party Dougal's Deep Sea Diary</p>	<p>Meerkat Mail  Meerkats (non-fiction)  The Sea Saw  Leaf  The Secret of Black Rock</p>	<p>Weslandia Paul Fleishman</p>	<p>Leon and the Place Between Angela McAllister (ctd.)  The Man Who Walked between Towers Paul Auster  Thieve of Ostia Caroline Lawrence</p>	<p>Hidden Figures - The Story of the African-American Women Who Helped Win the Space Race Margot Lee Shatterly  Beowulf by Michael Morpurgo</p>	<p>WW2 novel extracts Tom's Midnight Garden Philippa Pearce Goodnight Mr Tom Michelle Magorian  The Island at the End of Everything Kiran Millwood Hargrave</p>
<b>Trips and Events</b>							
	<ul style="list-style-type: none"> <li>• Christmas Production</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Christmas Production</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Christmas Production</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Christmas Production</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Theatre Visit Term 2</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Theatre Visit Term 2</li> </ul>
Extracurricular Activities							

See Appendices:

Appendix 1: English Grammar and Punctuation Overview

Appendix 2: English Sentence Structure Overview

Appendix 3: English Editing Overview

Appendix 4: English Phonics Overview

Appendix 5: Spelling Overview

# Appendix 1

## English Grammar and Punctuation Overview

Year 1	Year 2
<b><u>Punctuation</u></b> Capital letters Full stops Question marks	<b><u>Punctuation</u></b> Capital letters Full stops Exclamation marks Question marks Inverted commas (awareness of)
<b><u>Word Types</u></b> Nouns Verbs Adjectives (awareness)	<b><u>Word Types</u></b> Nouns Adjectives Verbs Conjunctions
<b><u>Types of sentences</u></b> Statements Questions Simple sentence Compound sentence	<b><u>Types of sentences</u></b> Statements Questions Simple sentence Compound sentence
<b><u>Grammar</u></b> Conjunctions Past tense (awareness) Present tense (awareness) Future tense (awareness)	<b><u>Grammar</u></b> Using conjunctions Past tense Present tense Future tense
<b><u>Morphology</u></b> Vowels Syllables	<b><u>Morphology</u></b> Vowels Syllables

Year 3	Year 4	Year 5	Year 6
<b><u>Punctuation</u></b>	<b><u>Punctuation</u></b>	<b><u>Punctuation</u></b>	<b><u>Punctuation</u></b>

Capital letters Full stops Exclamation marks Question marks Inverted commas	Full stops Exclamation marks Question marks Inverted commas Commas Semi colons	Full stops Exclamation marks Question marks Inverted commas Commas Semi colons Colons Apostrophes Brackets Ellipsis Dashes (as parenthesis)	Full stops Exclamation marks Question marks Inverted commas Commas Semi colons Colons Apostrophes Brackets Ellipsis Dashes (as parenthesis)
<b><u>Word Types</u></b> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions	<b><u>Word Types</u></b> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones	<b><u>Word Types</u></b> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones Common nouns Proper nouns Collective nouns Verbal nouns Compound nouns Articles	<b><u>Word Types</u></b> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones Common nouns Proper nouns Collective nouns Verbal nouns Compound nouns Articles
<b><u>Types of sentences</u></b> Statements Questions Commands Simple sentence Complex sentence Compound sentence	<b><u>Types of sentences</u></b> Statements Questions Commands Simple sentence Complex sentence Compound sentence	<b><u>Types of sentences</u></b> Statements Questions Commands Simple sentence Complex sentence Compound sentence	<b><u>Types of sentences</u></b> Statements Questions Commands Simple sentence Complex sentence Compound sentence
<b><u>Grammar</u></b> Conjunctions Past tense Present tense Future tense Main clauses Subordinate clauses	<b><u>Grammar</u></b> Clauses Phrases Conjunctions Past tense Present tense Future tense Subordinate clauses Main clauses Contractions	<b><u>Grammar</u></b> Clauses Phrases Conjunctions Past tense Present tense Future tense Subordinate clauses Main clauses Contractions Active voice Passive voice	<b><u>Grammar</u></b> Clauses Phrases Conjunctions Past tense Present tense Future tense Subordinate clauses Main clauses Contractions Active voice Passive voice



		Subject Object Adverbial Fronted adverbial Past progressive Perfect verb form Noun phrase Relative clause Formal/ informal	Subject Object Adverbial Fronted adverbial Subjunctive Past progressive Perfect verb form Noun phrase Relative clause Formal/ informal
<b><u>Morphology</u></b> Vowels Consonants Syllables Prefix Suffix	<b><u>Morphology</u></b> Vowels Consonants Syllables Suffix Prefix	<b><u>Morphology</u></b> Vowels Consonants Syllables Suffix Prefix Homophones	<b><u>Morphology</u></b> Vowels Consonants Syllables Suffix Prefix Homophones

## Appendix 2

### Sentence Structure Overview

Year Group	Sentence Structure
<b>R</b>	<p>What is a sentence?</p> <p>Spaces between words.</p> <p>Noticing punctuation.</p> <p>Saying a sentence (use talking tins).</p> <p>Developing vocabulary.</p>
<b>1</b>	<p><b>As above, as well as:</b></p> <p>Simple Sentence.</p> <p>Compound sentence.</p> <p>Complex sentences (using but, because).</p> <p>B.O.Y.S sentences – but, or, yet, so.</p> <p>2Ad sentences – two adjectives before the first noun.</p>
<b>2</b>	<p><b>As above, as well as:</b></p> <p>2Ad sentences - two adjectives before the first noun and two adjectives before the second noun.</p> <p>Simile sentence.</p> <p>NOUN, which, who, where sentence - use commas to embed a clause in a sentence and start the clause with which, who or where.</p> <p>'ly' ending sentence – sentence ends with an adverb.</p> <p>List sentence – use three or four adjectives before the noun.</p>
<b>3</b>	<p><b>As above, as well as:</b></p> <p>3_ed sentence – starts with three adjectives that end in 'ed' and describe emotions.</p> <p>Pair sentence – begins with two related adjectives.</p> <p>Emotion word, (comma) – begins with an emotion followed by the actions that caused the emotion.</p> <p>Many Questions – Start with a question and ? followed by further words or phrases which pose linked questions.</p>

	<p>Ad, same ad sentence – same adjective used twice.</p> <p>Short sentence – 1-3 word sentences possibly with an exclamation mark.</p> <p>---ing, ---ed sentence – begin with an adjective ending in 'ing'.</p>
<b>4</b>	<p><b>As above, as well as:</b></p> <p>2 Pair sentence – begins with two related adjectives.</p> <p>De:De sentence – compound sentence where two independent clauses are separated by a colon, the first clause is descriptive, the second adds further detail.</p> <p>Verb, person – begin with a verb followed by a comma and a noun or personal pronoun.</p> <p>The more, the more sentence – the first more should be followed by an emotive word and the second more should be followed by a related action.</p> <p>Personification of weather.</p> <p>Outside (In) sentence – the first sentence describes a character's outward action and the second, written in brackets, reveals their true feelings.</p> <p>If, if, if then sentence.</p>
<b>5</b>	<p><b>As above, as well as:</b></p> <p>Double 'ly' ending – the sentence must end with two adverbs which add detail to the verb within the sentence.</p> <p>All the W's – a short sentence starting with one of the following W words: Who? What? When? Why? Would? Was? Will? Where? What if?</p>
<b>6</b>	<p><b>As above, as well as:</b></p> <p>3 bad – (dash) question? – three negative adjectives followed by a dash and then a question which relates to the three adjectives.</p> <p>Some; others sentence – semi colon used to replace the word 'but'.</p> <p>Irony sentence – deliberately overstates how good or bad something is. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.</p> <p>Imagine 3 examples – begins with the word 'Imagine' then describes three parts of something.</p>

## Appendix 3

### Editing Overview

Year Group	Editing Activities
<b>R</b>	Modelled by adults through speaking and listening activities as well as recording activities.
<b>1</b>	<p>Circle in pink highlighter where a full stop should be.</p> <p>Lines given for children to practise spelling errors and/or letter formation.</p> <p>Improving simple sentences by adding detail.</p>
<b>2</b>	<p>Use sticky coloured dots to add full stops.</p> <p>Use editing pen to add full stops, capital letters and any missing words.</p> <p>Opportunities given for children to practise spelling errors and/or letter formation.</p> <p>DART – Correct grammar and punctuation as part of a task.</p> <p>Correct sentences with deliberate errors (whole class teaching).</p>
<b>3</b>	<p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Use editing pen to add full stops and capital letters.</p> <p>Display examples of children's work (with their consent) and edit as a class.</p> <p>Self-review: WWW (what went well) and EBI (even better if).</p> <p>Correct sentences with deliberate errors.</p> <p>Additional text to be added/corrected using asterix system.</p>
<b>4</b>	<p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Display examples of children's work (with their consent) and edit as a class.</p> <p>Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson.</p> <p>Editing checklists displayed/provided.</p> <p>Self-review: WWW (what went well) and EBI (even better if).</p> <p>Peer-review: WWW (what went well) and EBI (even better if).</p> <p>Correct sentences with deliberate errors.</p> <p>Additional text to be added/corrected using asterix system.</p>

	<p>Big Write – 5 minutes editing time at the end of each Big Write.</p> <p>Discrete editing lessons (once a term following a Big Write).</p>
<b>5</b>	<p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Display examples of children's work (with their consent) and edit as a class.</p> <p>Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson.</p> <p>Editing checklists displayed/provided.</p> <p>Self-review: WWW (what went well) and EBI (even better if).</p> <p>Peer-review: WWW (what went well) and EBI (even better if).</p> <p>Correct sentences with deliberate errors.</p> <p>Additional text to be added/corrected using asterix system.</p> <p>Big Write – 5 minutes editing time at the end of each Big Write.</p> <p>Discrete editing lessons (once a term following a Big Write).</p> <p>Publishing work using ICT.</p>
<b>6</b>	<p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Display examples of children's work (with their consent) and edit as a class.</p> <p>Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson.</p> <p>Editing checklists displayed/provided.</p> <p>Self-review: WWW (what went well) and EBI (even better if).</p> <p>Peer-review: WWW (what went well) and EBI (even better if).</p> <p>Correct sentences with deliberate errors.</p> <p>Additional text to be added/corrected using asterix system.</p> <p>Big Write – 5 minutes editing time at the end of each Big Write.</p> <p>Discrete editing lessons (once a term following a Big Write).</p> <p>Publishing work using ICT.</p> <p>Read out loud to a partner.</p> <p>Change sentence structures e.g. The vicious dog barked wildly – Wildly the vicious dog barked.</p>

## Appendix 4

### Phonics Curriculum Overview

Programmes of study: Unlocking Letters and Sounds						
EYFS/YR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Daily phonics (x5 30 min sessions)</p> <p><b>Unlocking Letters and Sounds:</b> Phase 1 Phase 2 Phase 3 Phase 4</p> <p>Understanding of grapheme and phoneme correspondence</p> <p>Common Exception Words</p> <p>Grapheme and phoneme correspondence digraphs trigraphs</p> <p><i>*focused phonic interventions</i></p>	<p>Daily phonics (x5 30 min sessions)</p> <p><b>Unlocking Letters and Sounds:</b> Recap phase 3 Phase 4 Phase 5</p> <p>Phase 5 - Alternative pronunciations Phase 5 – Alternative spellings of phonemes</p> <p>Grapheme and phoneme correspondence digraphs trigraphs split digraphs</p> <p>Common Exception Words</p> <p>Phonic Check</p> <p><i>*focused phonic interventions</i></p>	<p>Daily phonics (x5 30 min sessions)</p> <p><b>Unlocking Letters and Sounds revisit:</b> Phase 3 and 5 Phase 5 – Spelling recap Phase 5 – Alternative spellings of phonemes recap</p> <p>No Nonsense Spellings Y2 programme</p> <p>Common Exception Words</p> <p><i>*focused phonic interventions</i></p>	<p>X2 pw phonics teaching</p> <p><b>Revisit Phase 3, 4 and 5: Unlocking Letters and Sounds</b></p> <p>No Nonsense Spellings Y3 programme</p> <p>Programme of common exception words</p> <p><i>*focused phonic interventions</i></p>	<p>X1 pw</p> <p><b>Revisit Phase 3, 4 and 5: Unlocking Letters and Sounds</b> (where necessary)</p> <p>No Nonsense Spellings Y4 programme</p> <p>Programme of common exception words</p> <p><i>*focused phonic interventions</i></p>	<p>X1 pw</p> <p><b>Revisit Phase 3, 4 and 5: Unlocking Letters and Sounds</b> (where necessary)</p> <p>No Nonsense Spellings Y5 programme</p> <p>Programme of common exception words</p> <p><i>*focused phonic interventions</i></p>	<p>X1 pw</p> <p><b>Revisit Phase 3, 4 and 5 Unlocking Letters and Sounds</b> (where necessary)</p> <p>No Nonsense Spellings Y6 programme</p> <p>Programme of common exception words</p> <p><i>*focused phonic interventions</i></p>

## Appendix 5: Spelling Overview

### Spelling Overview

Year Group	Weekly Teaching	Assessment Overview		
<b>R</b>	Letters and Sounds Phases 1, 2 & 3.	Letters and Sounds decodable & common exception words are taught and assessed throughout the FS. In term 3 common exception words from phase 2, 3 and 4 are sent home according to ability. Children learn to read the common exception words and then spellings are assessed through writing activities in class. At the end of FS, phase 2 decodable & common exception words from phase 2 are sent home as spellings to learn. Children are then assessed at the beginning of year 1.		
Year Group	Weekly Teaching	Marking	Weekly Tests	Termly Tests
<b>1</b>	Letters and Sounds Phases 2, 3, 4 & 5.	Marking of writing will identify up to three spelling errors. Children will write out each word correctly three times in their books and record the word in their vocabulary book.	Weekly spelling tests (based on Phases 2-5) consisting of between 3-5 words.  Where appropriate spellings are linked to the Letter-join handwriting scheme.  Tests are differentiated by number of spellings or words to be learnt.	On-going assessment through the termly testing and assessments through lessons.
<b>2</b>	Letters and Sounds recap – phases 3, 4 and 5.  No Nonsense Spelling	Marking of writing will identify up to three spelling errors. Children will write out each word correctly three times in their books and record the word in their vocabulary book.	Weekly spelling tests (based on Phases 3-5 and No Nonsense) consisting of between 6-10 words.  Where appropriate spellings are linked to the Letter-join handwriting scheme.  Tests are differentiated by number of spellings or words to be learnt.	On-going assessment through the termly testing and assessments through lessons.
<b>3</b>	Letters and Sounds Phases 5.  Support for Spelling.	Marking of writing will identify up to three spelling errors. Children will write out each word correctly three times in their books and record the word in their vocabulary book.	Weekly tests consist of 10 spellings linked to the teaching focus for that week.	At the end of each term children are given a Year group word list taken from the new English programme of study to learn. Children are tested on these words at the beginning of the following term. Parents are informed of the words their child
<b>4</b>	Letters and Sounds Phases 5.		Tests are differentiated by number of spellings or words to be learnt.	

	Support for Spelling.  *Children are set in ability groups across the year group for spelling sessions.	Writing for the Big Write will identify five spelling errors to be addressed as outlined above.	Spelling practice activities are planned as one of the five weekly guided reading activities.	spelt correctly/incorrectly and asked to support their child in learning these words. This process is repeated at the end of the next term.
<b>5</b>	Letters and Sounds Phases 5.  Support for Spelling.  *Children are set in ability groups across the year group for spelling sessions.			
<b>6</b>	Support for Spelling.			



## Appendix 6

### Speaking and Listening Overview

<u>Skills</u>	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>Listening Skills</u></b>  <b><u>Children should:</u></b>	<p>Understand how to listen carefully and why listening is important. (C&amp;L)</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&amp;L)</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with</p>	<p>Listen to others in a range of situations and usually respond appropriately.</p>	<p>Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. Participate in a collaborative project where they</p>	<p>Make improvements based on constructive feedback on their listening skills.</p> <p>Participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p>	<p>Make improvements based on constructive feedback on their listening skills.</p>

	new knowledge and vocabulary.						
<b><u>Following Instructions</u></b>  <b><u>Children should:</u></b>	Follow two-part instruction and question to clarify. (C&L)	Understand instructions with more than one point in many situations.	Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. Attempt to follow instructions before seeking assistance.	Follow instructions in a range of unfamiliar situations. Recognise when it is needed and ask for specific additional information to clarify instructions.	Follow complex directions/multistep instructions without the need for repetition. Follow complex directions/multistep instructions without the need for repetition.	Follow complex directions/multistep instructions without the need for repetition.	Follow complex directions/multistep instructions without the need for repetition.
<b><u>Asking and Answering Questions</u></b>  <b><u>Children should:</u></b>	Ask questions to find out more and to check they understand what has been said to them. Listen to, talk about and respond to stories (rhymes and songs) with questions (C&L) Talk about and respond with questions to non-fiction books; recalling some facts with increasing	Begin to ask questions that are linked to the topic being discussed. Answer questions on a wider range of topics (sometimes may only be one-word answers).	Show that they are following a conversation by asking relevant and timely questions. Answer questions using clear sentences. Begin to give reasoning behind their answers when prompted to do so.	Ask questions that relate to what has been heard or what was presented to them. Begin to offer support for their answers to questions with justifiable reasoning..	Generate relevant questions to ask a specific speaker/audience in response to what has been said. Regularly offer answers that are supported with justifiable reasoning. Ask questions which deepen conversations and/or further their knowledge.	Ask questions which deepen conversations and/or further their knowledge. Understand how to answer questions that require more detailed answers and justification.	Regularly ask relevant questions to extend their understanding and knowledge. Articulate and justify answers with confidence in a range of situations.

	<p>explanation and vocabulary in response to questions. (LIT)</p> <p>Listen, talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (C&amp;L, LIT))</p> <p>Follow two-part instruction and question to clarify. (C&amp;L)</p> <p>Question why things happen.(UTW)</p>						
<p><b><u>Drama, Performance and Confidence</u></b></p> <p><b><u>Children should:</u></b></p>	<p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&amp;L)</p> <p>Listen and</p>	<p>Speak clearly in a way that is easy to understand. Speak in front of larger audiences, e.g. in a class assembly, during a show and tell session. To know when it is their turn to speak in a small group presentation or play performance.</p>	<p>Speak confidently within a group of peers so that their message is clear. Practise and rehearse reading sentences and stories aloud. Take on a different role in a drama or role play and discuss the character's feelings.</p>	<p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. Speak regularly in front of large and small audiences. Participate in role play tasks, showing an understanding of character by</p>	<p>Use intonation when reading aloud to emphasise punctuation. Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. Take on a specific role in roleplay/drama activities and participate in focused discussion</p>	<p>Narrate stories with intonation and expression to add detail and excitement for the listener. Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. Combine vocabulary choices,</p>	<p>Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). Gain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication.</p>

	sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (EAD)	Take part in a simple role play of a known story.	Recognise that sometimes speakers talk differently and discuss reasons why this might happen.	choosing appropriate words and phrases to indicate a person's emotions.	while remaining in character. Discuss the language choices of other speakers and how this may vary in different situations.	gestures and body movement to take on and maintain the role of a character.	
<b><u>Vocabulary Building and Standard English</u></b>  <b><u>Children should:</u></b>	Learn new vocabulary.  Use new vocabulary through the day.  Use new vocabulary in different contexts.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate  Talk about, describe and	Use appropriate vocabulary to describe their immediate world and feelings. Think of alternatives for simple vocabulary choices.	Start to use subject- specific vocabulary to explain, describe and add detail. Suggest words or phrases appropriate to the topic being discussed. Start to vary language according to the situation between formal and informal. Usually speak in grammatically correct sentences	Use vocabulary that is appropriate to the topic and/or the audience. Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. Discuss topics that are unfamiliar to their own direct experience..	Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way	Use relevant strategies to build their vocabulary. Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose Speak audibly, fluently and with a full command of Standard English in all situations. Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. Confidently explain the meaning of words and offer alternative synonyms.

	explain elements of a topic using newly introduced vocabulary (C&L, UTW) Use vocabulary from stories, rhymes, poetry non-fiction books (C&L, LIT)						
<b><u>Speaking for a Range of Purposes</u></b> <b><u>Children should:</u></b>	<p>Articulate their ideas and thoughts in well formed sentences</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Connect one idea or actin to another using a range of connectives. .</p> <p>Offer extra explanation (reasoning) and description (detail) in topic, regarding feelings and in response to texts,</p>	<p>Organise their thoughts into sentences before expressing them.</p> <p>Be able to describe their immediate world and environment. To retell simple stories and recounts aloud</p>	<p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details. To offer ideas based on what has been heard</p>	<p>Organise what they want to say so that it has a clear purpose.</p> <p>Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.</p>	<p>Plan and present information clearly with ambitious added detail and description for the listener. Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>Communicate confidently across a range of contexts and to a range of audiences.</p> <p>Articulate and justify arguments and opinions with confidence. Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Make reference</p>

	<p>art and music (C&amp;L, PSED, LIT, UTW, EAD) Solve problems (reasoning) including position (UTWGeographical skills and fieldwork)</p> <p>Compare-similarities and differences in relation to places (features), objects, materials and living things (UTW-Locational Knowledge &amp; Fieldwork</p>						back to their original thoughts when their opinions have changed and give
<p><b><u>Participating in Discussion</u></b></p> <p><b><u>Children should:</u></b></p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG L&amp;A) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG L&amp;A)</p>	<p>Recognise when it is their turn to speak in a discussion. Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>Give enough detail to hold the interest of other participant(s) in a discussion. Engage in meaningful discussions that relate to different topic areas. Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions.</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions. Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. Offer an alternative</p>

					Begin to challenge opinions with respect. Engage in meaningful discussions in all areas of the curriculum.	reasoned justifications for their views	explanation when other participant(s) do not understand.
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