



Year 1 Yearly Overview

Spoken Language	Reading - Comprehension	Writing - Composition	*Writing - Punctuation and Grammar	Writing - Spelling
Listen and respond appropriately to adults and their peers	Listening to & discussing a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently	Plan writing Say out loud what they are going to write about	<u>Sentence structure</u> How words can combine to make sentences. Joining words and joining sentences using <i>and</i> .	Common exception words (see spelling list)
Ask relevant questions to extend their understanding and build vocabulary and knowledge	Being encouraged to link what they read or heard read to their own experiences	Drafting and writing Compose a sentence orally before writing	<u>Text structure</u> Sequencing sentences to form short narratives.	Compound words
Articulate and justify answers, arguments and opinions	Becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Sequence sentences to form short narrative	<u>Punctuation</u> Separation of words with spaces . Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I .	The /v/ sound at the end of words English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'V'.
Give well-structured descriptions and explanations	Recognising & joining in with predictable phrases	Re-read what they have written to check it makes sense	<u>Terminology</u> Word, sentence, letter, capital letter, full stop. Punctuation, singular, plural, questions mark, exclamation mark	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Learning to appreciate rhymes & poems , and to recite some by heart	Discuss what they have written with the teacher or other pupils		Days of the week
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Discussing word meanings , linking new meaning to those they already know.	Read aloud their writing clearly enough to be heard by their peers and the teacher		Add prefixes & suffixes : - -s or -es Using the spelling rule of adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - un- - -ing, -ed, -er and -est Adding the endings -ing, -ed, -er to verbs where no change is needed to the root word. (helping)
Speak audibly and fluently with an increasing command of Standard English	Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information & vocab provided by the teacher			



Participate in discussions, presentations, performances and debates	Checking that the text makes sense to them as they read & correcting inaccurate reading			Adding -er and -est to adjectives where no change is needed to the root word. (quicker)
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Discussing the significance of the title & events			The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.
	Making inferences on the basis of what is being said & done			Using k for the /k/ sound
	Predicting what might happen on the basis of what has been read so far			The /k/ sound is spelt as 'k' rather than as c before e, i and y
	Participate in discussion about what is read to them, taking turns & listening to what others say.			



Year 2 Yearly Overview

Spoken Language	Reading - Comprehension	Writing - Composition	Writing - Punctuation and Grammar	Writing - Spelling
Listen and respond appropriately to adults and their peers	Listening to discussing & expressing views about a wide range of poetry (incl contemporary & classic), stories & non-fiction at a level beyond that which they can read independently	Develop positive attitudes towards & stamina for writing by writing: <ul style="list-style-type: none"> - narratives about personal experiences and those of others (real and fictional) - about real events - poetry - for different purposes 	Subordination (<i>using when, if, that because</i>) and co-ordination (<i>using or, and, or but</i>). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Distinguish between homophones and near homophones
				Common exception words (separate list)
				Contractions
				The possessive apostrophe (singular nouns)
Ask relevant questions to extend their understanding and build vocabulary and knowledge	Discussing the sequence of events in books & how items of information are related.	Plan writing Plan or say out loud what they are going to write about Write idea and/or key words including new vocab.	Correct choice and consistent use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress	The /s/ sound spelt c before e, i and y e.g. race, ice
				Words ending in -tion
Articulate and justify answers, arguments and opinions	Becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales.	Encapsulate what they want to say, sentence by sentence.	Use of capital letters, full stops, question marks & exclamation marks to demarcate sentences Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling	Add suffixes to spell longer words: -ment, -ness, -ful and -less and -ly
				The /n/ sound spelt kn and (less often) gn at the beginning of words
				The /r/ sound spelt wr at the beginning of words
Give well-structured descriptions and explanations	Recognising simple recurring literary language in stories & poems.	Make additions, revision and corrections: <ul style="list-style-type: none"> - Evaluate their writing with the teacher or others - Re-read to check it makes sense and that verbs to indicate time are used correctly & consistently, inc verbs in the continuous form 	Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase, statement, question, exclamation, command, compound.	The sound spelt -ge and -dge at the end of words, and sometimes spelt as -g elsewhere in words before e, l and y
				The /l/ or /əl/ sound spelt -le at the end of words
				The /l/ or /əl/ sound spelt -el at the end of words
				Adding -es to nouns and verbs ending letter-y Adding -ed, -ing, and -est to root words ending in -y with a consonant before it.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and	Recognising and discussing their favourite words and phrases.	Proof read to check for errors in spelling, grammar and punctuation		



responding to comments				
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Read aloud their writing with appropriate intonation to make the meaning clear.		
Speak audibly and fluently with an increasing command of Standard English	Being introduced to non-fiction books that are structured in different ways			
Participate in discussions, presentations, performances and debates	Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information & vocab provided by the teacher			
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Checking that the text makes sense to them as they read & correcting inaccurate reading.			
	Making inferences on the basis of what is being said & done			
	Predicting what might happen on the basis of what has been read so far			
	Answering & asking questions			
	Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say			
	Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.			



Year 3 Yearly Overview

Spoken Language	Reading - Comprehension	Writing - Composition	*Writing - Punctuation and Grammar	Writing - Spelling
Listen and respond appropriately to adults and their peers	Listening and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas.	Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because)	Spell further homophones Possessive apostrophe with plural words
Ask relevant questions to extend their understanding and build vocabulary and knowledge	Reading books that are structured in different ways and reading for a range of purposes	Drafting and writing Compose & rehearse sentences orally (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.	Introduction to paragraphs as a way to group related material. Headings & sub-headings to aid presentations Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)	Use the first two or three letters of a word to check its spelling in a dictionary Learn rules for Suffixes : Adding suffixes beginning with vowel letters to words of more than one syllable, e.g. doubling consonant.
Articulate and justify answers, arguments and opinions	Using dictionaries to check the meaning of words that they have read	Organise paragraphs around a theme	Introduction to inverted commas to punctuate direct speech	Suffixes : -ly
Give well-structured descriptions and explanations	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.	In narratives , create settings, characters & plot	Terminology : Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.	Prefixes : Un- Pre- Dis- Mis- Re- Sub- Tele- Super- Auto-
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Discussing words & phrases that capture the reader's interest and imagination.	In non-narrative material, use simple organisational devices such as headings and sub-headings	Extending the range of sentences with more than one clause . By using a wider range of conjunctions. (when, if, because, although)	Words with /ch/ (French and Greek origin) Words with /g as -gue/ and /k as -que/ (French origin)
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Identifying themes & conventions in a wider range of books.	Evaluate & edit : - Assess the effectiveness of their own and others' writing and	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Words with ei , eigh and or ey



		<p>suggest improvements</p> <ul style="list-style-type: none"> - Propose changes to grammar & vocab to improve consistency 		
Speak audibly and fluently with an increasing command of Standard English	Recognising some different forms of poetry (e.g. free verse, narrative poetry).	Proof read for spelling and punctuation errors.	Using fronted adverbials and commas after these.	
Participate in discussions, presentations, performances and debates	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action	Read aloud their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i><u>an</u> open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>	
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context.			
	<p>Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence</p> <p>Predicting what might happen from details stated & implied</p> <p>Asking questions to improve their understanding of the text</p> <p>Identifying main ideas drawn from more than one paragraphs * summarise these.</p> <p>Identifying how language, structure & presentation contribute to meaning.</p> <p>Retrieve & record information from non-fiction</p>			



Year 4 Yearly Overview

Spoken Language	Reading - Comprehension	Writing - Composition	*Writing - Punctuation and Grammar	Writing - Spelling
Listen and respond appropriately to adults and their peers	Listening and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas.	Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because)	Spell further homophones
				Possessive apostrophe with plural words
Ask relevant questions to extend their understanding and build vocabulary and knowledge	Reading books that are structured in different ways and reading for a range of purposes	Drafting and writing Compose & rehearse sentences orally (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.	Use of paragraphs to organise ideas around a theme Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)	Use the first two or three letters of a word to check its spelling in a dictionary
	Using dictionaries to check the meaning of words that they have read			
	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.			
Articulate and justify answers, arguments and opinions	Discussing words & phrases that capture the reader's interest and imagination.	Organise paragraphs around a theme	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]	Suffixes: -ation -ly (+ exceptions) -tion -sion -ssion -cian
	Identifying themes & conventions in a wider range of books.			
Give well-structured descriptions and explanations	Recognising some different forms of poetry (e.g. free verse, narrative poetry).	In narratives , create settings, characters & plot	Terminology: Determiner, pronoun, possessive pronoun, adverbial	Words with s spelt sc
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action	In non-narrative material, use simple organisational devices such as headings and sub-headings	Extending the range of sentences with more than one clause . By using a wider range of conjunctions. (when, if, because, although)	



Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context.	Evaluate & edit: - Assess the effectiveness of their own and others' writing and suggest improvements - Propose changes to grammar & vocab to improve consistency	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
Speak audibly and fluently with an increasing command of Standard English	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence	Proof read for spelling and punctuation errors.	Using fronted adverbials and commas after these.	
Participate in discussions, presentations, performances and debates	Predicting what might happen from details stated & implied	Read aloud their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Asking questions to improve their understanding of the text			
	Identifying main ideas drawn from more than one paragraphs * summarise these. Identifying how language, structure & presentation contribute to meaning. Retrieve & record information from non-fiction			



Year 5/6 Yearly Overview

Spoken Language	Reading - Comprehension	Writing - Composition	*Writing - Punctuation and Grammar	Writing - Spelling
Listen and respond appropriately to adults and their peers	Continuing to read & discuss on increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Plan writing <ul style="list-style-type: none"> - Identify audience and purpose - Select appropriate form and use other similar writing as model - Note and develop initial ideas, drawing on reading & research - In writing narratives, consider how authors have developed characters and settings in what they have read, listened to & seen performed 	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. (Y6)	Use further prefixes and suffixes and understand the guidance for adding them.
Ask relevant questions to extend their understanding and build vocabulary and knowledge	Reading books that are structured in different ways and reading for a range of purposes.		Using passive verbs to affect presentation of information in a sentence. (Y6)	Spell some words with silent letters, e.g. Knight, psalm
Articulate and justify answers, arguments and opinions	Identifying & discussing themes & conventions in and across a wide range of writing.		Using the perfect forms to mark relationships of time and cause.	
Give well-structured descriptions and explanations	Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Drafting and writing Select appropriate grammar and vocab, understanding how choices can change and enhance meaning	Using expanded noun phrases to convey complicated information concisely.	Continue to distinguish between homophones and other words which are often confused.
Consider and evaluate different viewpoints, attending to and building on the contributions of others			Using modal verbs or adverbs to indicate degrees of possibility. (Y5)	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence	Use a wide range of devices to build cohesion within and across paragraphs Précis longer paragraphs. In narratives , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Use further organisational and presentational devices to structure text and guide the reader	Using relative clauses with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. (Y5)	
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Checking that the book makes sense to them, discussing their understanding & exploring the meaning of the words in context.		Using commas to clarify meaning or avoid ambiguity in writing. (Y5)	
Speak audibly and fluently with an increasing command of Standard English	Learning a wider range of poetry by heart.		Using hyphens (Y6)	Use dictionaries to check spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus
Participate in discussions, presentations, performances and debates	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.		Using brackets, dashes or commas to indicate addition (parenthesis) (Y5)	Endings spelt: -cious -tious -cial -tial -able -ible -ably



				-ibly Words containing letter string -ough (Y5)
	Discuss & evaluate how authors use language , including figurative language, considering the impact on the reader.		Using semicolons, colons or dashes to mark boundaries between independent clauses. (Y6) Use a colon to introduce new list (Y6)	Endings spelt: -ant -ance -ancy -ent -ence -ency
	Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas. Provide reasoned justifications for their view.	Evaluate & edit: - Assess the effectiveness of their own and others' writing - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning - Ensure the consistent and correct use of tense throughout a piece of writing - Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Punctuating bullet points consistently (Y6)	Spelling words with a hyphen Adding suffixes ending -fer 'i before e except after c rule' (Y6)
	Identifying how language, structure & presentation contribute to meaning		Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] (Y5)	
	Retrieve, record & present information from non-fiction		The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. (Y6)	
			Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>] (Y5)	
			Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings,	



			sub-headings, columns, bullets, or tables, to structure text] (Y6)	
	Distinguish between statements of fact & opinion .		Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity (Y5)	
	Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.	Proof read for spelling and punctuation errors.	Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points (Y6)	
	Explain & 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.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		