



English

Long term overview plan

The purpose of this planning document is to map out the English plan for teaching and learning at Newcroft for Reception to Year 6. It should be used in conjunction with the appendices in the National Curriculum 2014 and the EYFS Framework.

There are objectives identified for each year group for each half term, ensuring curriculum coverage over the academic year. However, teachers should use professional judgement when deciding how much time should be spent on each theme (although suggested times are included). Objectives should be extended for the most able pupils, drawing on objectives from later terms or years if pupils are secure at the current expectation for the year group.

The aim is that all pupils are able to meet the objectives by the end of each year. It is designed to support the 2014 National Curriculum for English at Key Stages 1 and 2.

How do teachers and support staff use the Plans?

- Build in 'Assess and Review' opportunities each half term using the Symphony Learning Framework
- Use bi-weekly (minimum) **Big Write** sessions to build up stamina and skills
- Daily Phonics, Group Reading and whole class reading sessions
- The objectives are broad and may need breaking down further. They will need success criteria to clarify them
- Annotate the plans as you go – adjusting and extending expectations at every opportunity

The planning is designed to follow the three phases of the teaching sequence, leading to a quality written outcome.

Topic based planning using a text as a stimulus each half term - Allows teachers a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.

Plan written by Charlotte Kruger, Deputy Head teacher and English subject leader

C. Kruger.



English

Long term overview plan

1 – EYFS Literacy

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Physical Development: children handle equipment and tools effectively, including pencils for writing. They use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Theme	<p style="text-align: center;">Foundation Stage 30 – 50 months 40 – 60 months Early Learning Goals</p>
Planning, writing and editing	<ul style="list-style-type: none"> • To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). • To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' • To engage in imaginative role play based on own first-hand experiences. • To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. • To link statements and sticks to a main theme or intention. • To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • To introduce a storyline or narrative into their play. • To write own name and other things such as labels, captions. • To attempt to write short sentences in meaningful contexts. • To play cooperatively as part of a group to develop and act out a narrative. • To develop their own narratives and explanations by connecting ideas or events. • To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> • To use vocabulary focused on objects and people that are of particular importance to them. • To build up vocabulary that reflects the breadth of their experiences. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • To use language to imagine and recreate roles and experiences in play situations.



English

Long term overview plan

<p>Letter formation, placement and positioning</p>	<ul style="list-style-type: none"> • To express themselves effectively, showing awareness of listeners' needs. • To sometimes give meaning to marks as they draw and paint. • To realise tools can be used for a purpose. • To draw lines and circles using gross motor movements. • To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. • To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. • To hold a pencil near point between first two fingers and thumb, and use it with good control. • To copy some letters, e.g. letters from their name. • To give meaning to marks they make as they draw, write and paint. • To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • To show a preference for a dominant hand. • To begin to use anticlockwise movement and retrace vertical lines. • To begin to form recognisable letters. • To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. • To show good control and co-ordination in large and small movements. • To move confidently in a range of ways, safely negotiating space. • To handle equipment and tools effectively, including pencils for writing. • To write simple sentences which can be read by themselves and others.
---	---

2 – English – National Curriculum 2014

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- **read easily**, fluently and with good understanding
- develop the habit of **reading widely and often**, for both pleasure and information
- acquire a wide **vocabulary**, an understanding of **grammar** and knowledge of **linguistic conventions** for reading, writing and spoken language
- **appreciate** our rich and varied **literary heritage**
- **write clearly**, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use **discussion** in order to learn; they should be able to **elaborate and explain clearly** their understanding and ideas
- are competent in the arts of **speaking and listening**, making formal presentations, demonstrating to others and participating in debate.



English

Long term overview plan

Theme	Year 1 - Writing
Planning, writing and editing	<ul style="list-style-type: none"> To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe..
Letter formation, placement and positioning	<ul style="list-style-type: none"> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Theme	Year 1 - Reading
Phonics and decoding	<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.
Common exception words	<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
Fluency	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.
Understand and correct inaccuracies	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct.
Comparing, contrasting and commenting	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.
Words in context and author's choice	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known.
Inference and prediction	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.
Poetry and performance	<ul style="list-style-type: none"> To recite simple poems by heart.
Non-fiction	



English

Long term overview plan

Theme	Year 2 – Writing
Planning, writing and editing	<ul style="list-style-type: none"> To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.
Letter formation, placement and positioning	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters.

Theme	Year 2 - Reading
Phonics and decoding	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*
Common exception words	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
Understand and correct inaccuracies	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
Comparing, contracting and commenting	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.



English

Long term overview plan

	<ul style="list-style-type: none"> To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).
Words in context and author's choice	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.
Inference and prediction	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.
Poetry and performance	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
Non-fiction	<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways.

Theme	Year 3 - Writing
Planning, writing and editing	<ul style="list-style-type: none"> To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.
Letter formation, placement and positioning	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

Theme	Year 3 - Reading
Phonics and decoding	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* <ul style="list-style-type: none"> To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*
Common exception words	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words.
Fluency	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Understand and correct inaccuracies	
Comparing,	<ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and



English

Long term overview plan

contracting and commenting	reference books or textbooks <ul style="list-style-type: none"> To use appropriate terminology when discussing texts (plot, character, setting).
Words in context and author's choice	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.
Inference and prediction	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.
Poetry and performance	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.
Non-fiction	<ul style="list-style-type: none"> To retrieve and record information from non-fiction texts.

Theme	Year 4 – Writing
Planning, writing and editing	<ul style="list-style-type: none"> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
Letter formation, placement and positioning	<ul style="list-style-type: none"> To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that 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]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.

Theme	Year 4 - Reading
Phonics and decoding	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*
Common exception words	<ul style="list-style-type: none"> To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
Fluency	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Understand and correct inaccuracies	
Comparing, contracting and commenting	<ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes.



English

Long term overview plan

	<ul style="list-style-type: none"> To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.
Words in context and author's choice	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination.
Inference and prediction	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.
Poetry and performance	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-fiction	<ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.

Theme	Year 5 - Writing
Planning, writing and editing	<ul style="list-style-type: none"> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
Letter formation, placement and positioning	<ul style="list-style-type: none"> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

Theme	Year 5 - Reading
Phonics and decoding	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings,



English

Long term overview plan

	<ul style="list-style-type: none"> including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*
Common exception words	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Understand and correct inaccuracies	
Comparing, contracting and commenting	<ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To 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. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.
Words in context and author's choice	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.
Inference and prediction	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Poetry and performance	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
Non-fiction	<ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

Theme	Year 6 – Writing
Planning, writing and editing	<ul style="list-style-type: none"> To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
Letter formation, placement and positioning	<ul style="list-style-type: none"> To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;



English

Long term overview plan

	<ul style="list-style-type: none">- choosing the writing implement that is best suited for a task.• To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
--	---

Spelling

Spelling is taught as per the National Curriculum for each year group. This is taught in discrete spelling lessons.

See English Appendix 1: Spelling

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf



English

Long term overview plan



English

Long term overview plan

Theme	Year 6 - Reading
Phonics and decoding	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, <ul style="list-style-type: none"> • suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common exception words	<ul style="list-style-type: none"> • .
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Understand and correct inaccuracies	
Comparing, contrasting and commenting	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
Words in context and author's choice	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and prediction	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and performance	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-fiction	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>



English

Long term overview plan

Grammar Progression at Newcroft

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for pupils
Year one	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es (e.g. dog, dogs, wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives 	<ul style="list-style-type: none"> How words can combine to make sentences How and can join words and join sentences 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Separation of words with spaces Introduction of the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	<ul style="list-style-type: none"> Word, sentence, letters, capital letter, full stops, punctuation, singular, plural, question mark, exclamation mark
Year two	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness Formation of adjectives using suffixes such as ‘ful, -less Use of the suffixes –er and –est to form comparisons of adjectives and adverbs 	<ul style="list-style-type: none"> Subordination (using when, if, that, or, because) and coordinating conjunctions (or, and, or, but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command. 	<ul style="list-style-type: none"> The consistent use of present tense and past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) 	<ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark contracted forms in spelling. 	<ul style="list-style-type: none"> Verb, tense (past and present), adjective, noun, suffix, apostrophe, comma
Year three	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes, such as 	<ul style="list-style-type: none"> Expressing time and cause conjunctions (e.g. when, before, 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related 	<ul style="list-style-type: none"> Introduction to speech marks to punctuate direct 	<ul style="list-style-type: none"> Word family, conjunction, adverb, preposition,



English

Long term overview plan

	<p>super-, anti-, auto-,</p> <ul style="list-style-type: none"> Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) 	<p>after, while, because)</p> <p>adverbs (e.g. before, after, during, in, because of)</p>	<p>material.</p> <ul style="list-style-type: none"> Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.) 	<p>speech.</p>	<p>direct speech, inverted commas (or speech marks) prefix, consonant, vowel, clause, subordinate clause.</p>
Year four	<ul style="list-style-type: none"> The grammatical difference between plural and possessive Standard English forms for verbs inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) 	<ul style="list-style-type: none"> Appropriate choice of pronouns or nouns within a sentence to avoid ambiguity and repetition Fronted adverbials 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun across sentences. 	<ul style="list-style-type: none"> Use of speech marks to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots). Use of commas after fronted adverbials (e.g. The the day, I heard the bad news.) 	<ul style="list-style-type: none"> Pronouns, possessive pronouns, adverbial
Year five	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-) 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, why, or whose. Indicting degrees of possibly using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Relative clauses, modal verbs, relative pronouns, parenthesis, bracket, dash, determiner, cohesion, ambiguity.



English

Long term overview plan

		surely)			
<p>Year six</p>	<ul style="list-style-type: none"> The difference between vocabulary typical or informal speech and vocabulary appropriate for formal speech and writing e.g. she versus reported, alleged, or 	<ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse – The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (e.g. The boy that jumped over the fence is over there or the fact that it was raining meant the end of sports day.) The difference between structures typical of informal speech and writing (such as the use of question tags or the subjunctive form in some formal writing and speech. 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices, semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) and elision. 	<ul style="list-style-type: none"> Use of the semi-colon, colon and a dash to indicate a stronger subdivision of a sentence than a comma Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark and man-eating shark) 	<ul style="list-style-type: none"> Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.



English

Long term overview plan



English

Long term overview plan

No writing on the top line
Long date and underlined
WAL and underlined
Question numbers in the margin
Cross out mistakes with a pencil and ruler
Ruler and pencil for lines
No writing on the bottom line



English

Long term overview plan
