Coley Primary School

Y1 – Y6

English Overview

Year 1 English Overview

English	Genre: Journey Tale Text: Take a Walk Little Bear Focus: Setting Genre: Recount Text: My Life Genre: Explanation Text: How to Cross the Road Safely		Genre: Wishing Tale Text: Enormous turnip Focus: Action Genre: Non-chronological report Text: Tigers Genre: Letter Writing Text: Bebop the Alien visiting Earth		Genre: Finding a Magical Object Text: The Magic Porridge Pot Focus: Dialogue Genre: Instructions Text: Making Porridge Genre: Defeating the Monster Text: 3 Little Pigs Focus: Characterisation	
Spelling	Year 1 Common Exception Words/High Frequency Words	The sounds/f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The nk sound The sound /v/ at the end of words spelt with 've' Common Exception words	The sound /ch/ spelt 'ch' and 'tch' Vowel diagraphs ai, oi, ay, oy, ee, ea, and ie	Vowel diagraphs and trigraphs igh, ar, ir, ur Split vowel diagraphs a-e, e-e Using k for the /k/ sound Days of the Week	Split vowel diagraphs i-e, o-e, u-e Vowel diagraphs oo, oe, ou, ow, ue, ew Words ending with the sound /e/ spelt with 'y'	Vowel diagraphs and trigraphs or, ore, aw, au, air, are, ear New consonant spelling 'ph' and 'wh' Adding s and es to words
Grammar	Combining words to make sentences, separating words with spaces sentences Using capital letters and full stops to demarcate sentences Using capital letters for people's names and the word 'I'	Orally composing and writing complete sentence Use of determiners: the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these Using 'and' to join words Orally compose sentences with simple conjunctions; and,	Joining sentences using 'and' Joining sentences with other simple conjunctions to form compound sentences: and, or, but, so Introducing verbs; adding endings such as -ed, -ing, -er to verbs Introduction to 'ly' adverbs	Forming plurals; understanding the effect of adding -s or -es to nouns plurals Recognising questions; using question marks to demarcate questions Using capital letters for place names, days of the week and months of the year	Introducing exclamation marks at the end of sentences Introducing speech bubbles with different types of sentences; statements, questions, exclamations Breaking ideas into a sequence of separate sentences demarcated by	Use adjectives to add detail to sentences Introduce prepositions/ positional language; inside, outside, towards, across, under Understanding how the prefix un- changes the meaning of words (adjectives and verbs)

		or, but, so, because, so that, then, that, while, when, where			capital letters and full stops Sequencing sentences to form short narrative or accounts using time words e.g. first, then, next, suddenly, so then, finally Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman **who** liked to eat ice cream.	
Phonics **RWI Phonics**	Pink Read Speed Sounds Set 2: ay, ee, igh, ow, oo, oo speedily. Fred Talk real and alien words. Read a range of real words speedily (no Fred Talk) Review Set 1 and 2 sounds. Practise Speed Sounds and Green Words related to the story book. Practise reading Green and Red Words (common exception) speedily.	Orange Read Speed Sounds Set 2: ar, or, air, ir, ou, oy speedily. Fred Talk real and alien words. Read a range of real words speedily (no Fred Talk) Review Set 1 and 2 sounds. Set 3 Speed Sounds are now taught. Practise Speed Sounds and Green Words related to the story book. Practise reading Green and Red Words (common exception) speedily.	Yellow Read real and alien words containing Speed Sounds Set 1 and 2 speedily (no Fred Talk) Review Set 1, 2 and 3 sounds and now practice writing words with Set 3 sounds. Spell Red and Green words - spell check/test at the end of each week.	Blue Read Speed Sounds Set 3: a-e, ea, i-e, o-e, u-e, oi speedily and alien words containing these and other Set 3 sounds. Review Set 2 and 3 sounds already learnt. They can read 70+ words a minute. Spell Red and Green words - spell check/test at the end of each week.	Grey Read Speed Sounds Set 3: ai, oa, ew, oi, ire, ear, er, aw, ure, are, ur speedily and alien words containing these and other Set 3 sounds. They can read 80+ words a minute. Spell Red and Green words - spell check/test at the end of each week.	
	Children are assessed regularly by the RWI lead teacher and put into groups with children the same level working on sounds appropriate to their reading level.					

Reading Spine (Books to read to the class)	Knuffell Bunny Can't you Sleep Little Bear?	Lost and found Peace at Last	Avocado Baby The Tiger who came to tea	Beegu Elmer	Cops and Robbers Dogger	Where the Wild Things Are The Elephant and the Bad Baby
	In addition to a range of books taken from the Book Corner – often selected by the children to develop their interest and love of reading.					
Poetry	The Engine Drive	Noises in the Night/Moving away	Elephant Walking	Night Spell	Johnny Come Over the Water	Sea Shore
	In addition to a selection of poems from Poetry Anthologies e.g. A First Poetry Book by Pie Corbett and Gaby Morgan					

Year 2 English Overview

English	Genre: Losing Tale Text: Room on the Broom Focus: Description Genre: Instructions Text: How to trap a Stone Giant Genre: Explanation Text: The Tidy Bedroom Robot		Genre: Change Story Text: Giraffes Can't Dance Focus: Character/Dialogue Genre: Non-Chronological Report Text: The Rainbow Dragon Genre: Poetry Text: Quangle Wangle		Genre: Persuasive –(Letter) Text: Amazing Grace Genre: Warning Tale Text: Kassim and the Greedy Dragon Focus: Suspense Genre: Discussion Text: Should Goldilocks be in trouble?	
Spelling	The /dz/ sound spelt as ge and dge at the end of words, and sometimes spelt g elsewhere in words before e, i and y The /s/ sound spelt c before e, I and y The /n/ sound spelt kn and (less often)	The /l/ or /el/ sound spelt – le at the end of words. The /l/ or /el/ sound spelt – el at the end of words. The /l/ or /el/ sound spelt – al at the end of words.	Adding –es to nouns and verbs ending in –y Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it Common exception words	Adding the endings –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel The /c:/sound spelt before l and ll The /^/ sound spelt o The /i:/ sound spelt –ey	The /a/ sound spelt a after w and q The /3;/ sound spelt or after w and the /c:/ sound spelt ar after w The suffixes –ment, -ness, -ful, -less and –ly Contractions	The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near homophones Months of the year/time

	gn at the beginning of words The /r/ sound spelt wr at the beginning of words	The /ai/ sound spelt –y at the end of words Common exception words		Common exception words		

Grammar	Revision of forming sentences and building up to a piece of writing sentence by sentence Checking that the start and end of sentences are correctly demarcated Composing sentences using the co-ordinating conjunctions 'and', 'but Identifying nouns and noun phrases in sentences' Using adjectives to describe or specify nouns Introducing adverbs; identifying and using 'how' adverbs in a sentence	Forming adverbs by adding the suffix – ly Using the co-ordinating conjunction 'or' Recognising verbs in sentences; introducing the terms 'past tense', 'present tense Using past and present tense, introducing irregular past tense verbs Identifying the function and grammatical patterns of commands Adverbs for information e.g. Lift the pot **carefully** onto…	Understanding the function and grammatical pattern of statements/questions/ exclamations, etc. Forming adjectives using suffixes such as -ful, -less, -y Using the suffixes -er, -est in adjectives Introducing the term 'proper' noun'; revising capital letters for names	Using the subordinating conjunctions 'if' 'that' 'because' 'when' to add more to a sentence Use commas to separate items in a list Use commas after -ly opener Plural nouns and verbs – using the correct verbs to match singular and plural nouns	Introducing the progressive form of verbs in the present tense (used to show action in progress) Introducing the progressive form of the verbs in the past tense; changing tense Using apostrophes to mark where letters are missing in contacted form Introduce drop in relative clauses: who/which Using expanded noun phrases to specify; expanding before and after the noun	Using apostrophes to mark possession in singular nouns Use a wider range of subordinating conjunctions to write complex sentences; what, while, when, where, because, then, so that, if, to, until Speech marks for direct speech Use the correct verbs to match singular and plural nouns Forming nouns using suffixes -ness, -ment, -er
Phonics RWI	RWI Comprehension Read and spell Set 2 and 3, speedily and are able to read most alien words - completed programme. They can read 100+ words per minute.		When children become a fluent word reader and they have learned all the letter and sound combinations, they will be able to try and read any unfamiliar words. At this point children will move on to **Accelerated Reader** the computer based program, the school uses to monitor reading practice and progress.			

	Children are assessed regularly by the RWI lead teacher and put into groups with children the same level working on sounds appropriate to their reading level.					
Reading Spine (Books to read to the class)	Not Now Bernard! Frog and Toad Together Pumpkin Soup	The Flower Gorilla The Giraffe, the Pelly and Me	Meerkat Mail Flat Stanley Emily Brown and the Thing	Traction Man is Here Amazing Grace The Owl who was Afraid of the Dark	Tuesday Willa and old Miss Annie Fantastic Mr Fox	Who's Afraid of the Big Bad Book? Dr Xargle's Book of Earthlets The Hodgeheg
	In addition to a range of books taken from the Book Corner/Home – often selected by the children to develop their interest and love of reading.					

Books /Texts to support whole class reading	*RWI Comprehension* The Prickly Hedgehog by Mark Ezra Snowy by Berlie Doherty and Keith Bowen Non-fiction: What is a Continent? (Information) Climate Zones (Information) Hot and Cold Animals (Information)		Samuel's Diary Non-fiction: Facts about Fire (Information) The Great Fire of London (Informational) Facts about Fire (Informational) Poetry: The Hungry Fire Amazing Grace by Mary Hoffman and Caroline Binch		The Big Blue Thing on the Hill by Yuval Zommer Hoorah for Mary Seacole by Trish Cooke and Anni Axworthy Non-fiction: What do plants need to grow? (information) Parts of a Plant (information) Poetry: Lady with the Lamp Going on Safari	
Poetry	A Treasury of Songs by Julia Donaldson I Am the Seed That Grew the Tree – Nature Poems for Every Day of the Year	Poems to Perform – Julia Donaldson Christmas Poems - Various	Fire Poems including Fire by Shirley Hughes Season Poems - Various	Post by Rachel Rooney in the Language of Cat Revolting Rhymes by Roald Dhal	The Owl and the Pussycat The Day I Fell Down the Toilet and other poems – Steve Turner	Poetry for Kids Emily Dickinson Bananas in my Ears by Michael Rosen

Year 3 English Overview

English	Genre: Change Story Text: The Magic Brush Focus: Openings and Endings Genre: Non-chronological report Text: The River Unicorn Genre: Instructions Text: How to trap a troll		Genre: Warning Tale Text: The Canal Focus: Setting Genre: Persuasive writing Text: The Kennet and Avon Canal Genre: Recount in the form of a letter Text: School visit/trip to London Zoo		Genre: Wishing Tale Text: The King of the Fishes Focus: Dialogue Genre: Quest Tale Text: Theseus and the Minotaur Focus: Description Genre: Explanation Text: How do flowering plants grow	
Spelling	Revision of Y2 common exception words Prefixes 'dis' 'in' and 'im'	Prefixes – 're' 'sub' 'mis' Adding suffixes with vowel letters to words of more than one syllable Words with the /ei/ sound spelt 'ai' The /i/ sound spelt y elsewhere than at the end of words Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que Homophones and near homophones	Homophones & near homophones Contractions Suffixes –ment, -ness, -ful, -less & -ly Prefixes 'ir', anti, 'inter' and 'auto' Suffixes –ly No change to root word Word list Y3/4 a to bi	Words with / /sound spelt ch Words with / k/ sound spelt ch Homophones and near homophones Word list Y3/4 br to ce Word list Y3/4 ci to ea	The //sounds spelt ou Suffixes –ly (root word ends in y) Words with the /ei/ sound spelt 'ei' 'eigh' or 'ey' Words with / /sound spelt with ear Word list Y3/4 ei to fe Word list Y3/4 fo to h	Prefixes 'bi' meaning two/twice and 're' meaning again or back Words with endings soundling like /zher/ spelt 'sure' Words with endings soundling like /zher/ spelt 'ture' Silent Letters Revision Word list Y3/4 i to ma Word list Y3/4 me to op

Grammar	Revising sentence types and sentence punctuation Expanding noun phrases, using adjectives before and after the noun Using 'a' or 'an in a noun phrase Using commas to separate items in a list of noun phrases and verb phrases Compound sentences using coordinating conjunctions	Revising 'how' adverbs' (those ending -ly and others) Using adverbs to express time and place Adverbial phrases used as 'where', 'when' and 'how' starter (fronted adverbials) to embellish a simple sentence Apostrophes for singular possession, distinguishing apostrophes for possession for possession and omission Using the terms 'clause' and 'phrase' in relation to forming sentences Punctuation; use of commas after fronted adverbials; use of a colon before a list e.g. What you need	Introducing prepositions, using prepositions to express place – prepositional phrases to place the action Using prepositions to express time Introducing the term 'conjunction' and revising its function Using conjunctions to express time, cause and effect Using 'main clause' and 'subordinate' clause in relation to sentences	Using paragraphs to group together related ideas on a topic – non-fiction Revising the past tense form of verbs (simple and progressive) Introducing the present perfect form of verbs in contrast to the simple past tense Forming nouns with the suffixes -ment, -ness, -er, -ship, -ation Forming nouns with the prefixes super-, inter-, auto-	Secure use of inverted commas for direct speech Using paragraphs starting with adverbs and prepositional phrases (to express time and place) Word classes: exploring words with different meanings and functions in different contexts Using the suffixes -er and -est or the words 'more' and 'most' with adjectives	Drop in relative clauses using who/whom/ which/whose/that Singular and plural nouns, introducing irregular plural nouns Introducing personal pronouns and their functions; using personal pronouns to avoid repetition Grammatical agreement of pronouns and verb Introducing root words with prefixes and suffixes Introducing word families based on common words, seeing how the words are related in form and meaning
Reading Spine (Books to read to the class)	The Iron Man (Plus additional chapters from Whole Class Reading Text)		The Sheep Pig (Plus additional chapters from Whole Class Reading Text)		The Lion Witch & the Wardrobe (Plus additional chapters from Whole Class Reading Text)	

Books /Texts to support whole class reading	The Wild Way Home Themes: Family, Friendship, Stone Age, Wilderness/Nature, Loss, Fear, Courage and Acceptance (16 chapters) Stone Age Boy (Picture Book) Themes: Time travel, dream sequences (27 pages) Non-fiction: (The Stone Age) The Stone Age (Information Text) Stone Houses (Explanation Text) Stone Age Food (Explanation Text)		Fortunately, The Milk Themes: Truth Vs Lies, Companionship, Courage, Responsibility, Humour, Imagination, Creativity and Fun (7 chapters) Theseus and the Minotaur (Greek Myth) Non-fiction: (Greeks) Role of Women in Ancient Greece (Website) The Hairy Bikers Moussaka Recipe (Instructional Text) Poetry: Revolting Rhymes by Roald Dahl		Owen and the Soldier Themes: Courage, Determination, Opportunity, Kindness, Remembrance, War, Death and Grief (14 chapters) Non-fiction: (Extreme Earth) Flood and Drought (Explanation Text) The Wave (Letter) Lightning Storms (Information Text) Tornadoes (Information Text) Poetry: The Sound Collector by Roger McGough	
Independent Reading	Accelerated Reader					
Poetry	Shape: Wordplay, Calligram	Senses: Sound	Different Culture: Performance	Observation	Riddles Humour	Performance

Year 4 English Overview

English	Genre: Finding Tale Text: Adventure at Sandy Cove Focus: Suspense Genre: Non-Chronological Report Text: The Berkshire Ridge-back Genre: Persuasive (Advert) Text: Fairytale Forest Cottage		Genre: Explanation Text: How the Water Cycle Works Genre: Losing Tale Text: David's New Watch Focus: Characterisation Genre: Instructions Text: How to Wash a Woolly Mammoth		Genre: Portal Story Text: Elf Road Focus: Openings and Endings Genre: Discussion Text: Should There Be Tourism in Antarctica? Genre: Tale of Fear Text: Staying Out! Focus: Action	
Spelling	/ei/ sound spelt 'ei' 'eigh' or 'ey' /sound spelt ch – making sh The //sounds spelt ou making u 'ough' to make a long /o/, /oo or /or/ sound Suffixes –ly Word list Y3/4 or - ore	Words with endings sounding like // or // spelt 'ure' Prefixes 'in' meaning not or into Prefixes 'im' before a root word starting 'm' or 'p; 'il' before 'l' & 'ir' before 'r' Suffix -ation Endings which sound like /shuhn/ spelt sion Word list Y3/4 pro - sen	Possessive apostrophe with plural nouns Endings which sound like 'shuhn/ spelt –tion, -sion, -ssion and -cian Endings which sound like 'shun/ spelt –tion, -sion, -ssion and -cian Endings which sound like 'shun/ spelt	Homophones and near homophones Homophones and near homophones Homophones and near homophones Spelling Rule 5 Prefixes Inter and auto Words with the /s/ sound spelt sc (Latin in origin) Year 3/4 spelling list th - w	Suffix –ous (no change to root word/no definitive root word Suffix –ous (words ending in 'y' become 'I' and words ending in 'our' become 'or'/words ending in 'e' drop the 'e' but not 'ge') Suffix –ous (mixed) Suffix-ous (mixed) Nouns ending in the suffix -ation Words ending –ar/-er	Adding the prefix sub- (meaning under) and super- (meaning above Words with a soft 'c' spelt 'ce Words with a soft 'c' spelt 'ci' Adverbs of frequency and possibility Adverbs of manner Random selection of Y3/4 word list

			–tion, -sion, -ssion and -cian Word list Y3/4 sep - su			
Grammar	Using prepositions and adverbs to add detail (where, when, how) to a main clause Adding subordinating clauses to main clauses, using a range of subordinating conjunctions Introduce the term 'adverbial'; identifying adverbials (words and phrases) in sentences Using commas after fronted adverbials Moving subordinating clauses to the front of sentences, using a comma after a fronted clause	Word classes, recognising words that function in different ways in different sentences Building noun phrases using determiners, adjectives and other nouns Expanding noun phrases using a prepositional phrase after the noun Forming adjectives using prefixes and suffixes	Regular and irregular plural nouns; singular and plural determiners Clarifying the difference between plural -s and possessive -'s; revising apostrophes for singular possession Apostrophe for plural possession Punctuating direct speech	Recognising spoken non-Standard verb forms and the equivalent Standard English forms The Standard form of irregular verbs in the perfect tense Distinguishing co-ordinating and subordinating conjunctions Extending the range of words used to express cause and effect Forming negative sentences	Introducing possessive pronouns Using paragraphs to show the stages in a story Recognising when the meaning of a pronoun is unclear; making changes to clarify meaning Word families based on common roots and root words related by meaning Grammatical patterns in questions; using question tags	-ed and -ing clauses as starters and -ing clauses as drop in clauses Using pronouns within sentences to avoid repetition, linking nouns to pronouns Using pronouns across sentences to avoid repetition and create links (cohesion) Using paragraphs to organise ideas around a theme (non-fiction)
Reading Spine (Books to be read to the class)	Charlotte's Web (Plus additional chapters from Whole Class Reading Text)		The Witches (Plus additional chapters from Whole Class Reading Text)		The Firework Makers Daughter Voices in the Park (Plus additional chapters from Whole Class Reading Text)	

Books/texts to support Whole Class Reading	Secrets of a Sun King Themes: Secrets, Determination, Courage, Superstition, Travel, Friendship, Family, Women's Rights and Resilience (23 chapters) Non-fiction: (Egyptians) Egyptian Gods (Information Text) Important Animals (Information Text) Mummify a Tomato (Instructional Text) Poetry: Oh, The Place You'll Go by Dr Zeus Life Doesn't Frighten Me by Maya Angelou		The Miraculous Journey of Edward Tulane Themes: Love, Family, Fear, Gratitude, Life Vs Death, Kindness and Loss (27 chapters) Non-fiction: (Ocean Depths) Daredevil Divers (Information Text) Hidden Creatures (Information Text) Legends of the Deep (Information Text) Song: Disney – Under the Sea		The Legend of Podkin One-Ear Themes: Survival, Fear Vs Courage, Friendship and Family, Determination and Perseverance (16 chapters) Poetry: Night Mail by W. H. Auden From A Railway Carriage by Robert Louis Stevenson The Great Kapok Tree (Picture Book) (28 pages) Themes: Ecology, Conservation, Kindness, Respect and Harmony Non-fiction: (Rainforests) Types of Rainforest (Information Text) Layers of the Rainforest (Information Text)	
Independent Reading	Accelerated Reader					
Poetry	Alphabet Cinquin Haiku Tanka	Couplets to Perform Rhyming poems	Conversations to Poems Monologues	Classic Poems to Perform Songs to Perform	List Modern Poems Syllabic	Different Cultures Thin

Y5 English Overview

English	Genre: Warning Tale Text: The Caravan Focus: Setting Genre: Non-Chronological Report Text: Cave Elves Genre: Persuasive (Leaflet) Text: Sea World		Genre: Meeting Tale Text: Alien Landing Focus: Action Genre: Recount -Journalistic Writing Text: Curious Creature Captured Genre: Explanation Text: The 'Tidy Your Bedroom' machine?		Genre: Losing Tale/Poetry Text: The Highwayman Focus: Character and Perspective Genre: Defeating the Monster Text: Beowulf Focus: Description Genre: Discussion Text: Should trolls be allowed to roam England freely?	
Spelling	Revise Y3/4 Spellings Words with silent letters Words containing the letter string - ough ending 'ought'	Words containing the letter string – ough Words ending in -able and –ably Words ending in -ible and –ibly Homophones that are often confused Statutory word list	Words with endings that sound like /shuhs/spelt with – cious Words with endings that sound like /shuhs/ spelt with – tious or –ious Words with the short vowel sound/i/ spelt y Words with the long vowel sound /i/ spelt with y Word endings –ial Statutory word list	Words with silent letters Words ending in 'ment' Homophones and other words that are often confused Adverbs of possibility and frequency Statutory word list	Homophones and other words that are often confused Creating nouns using –ity suffix or – ness suffix Words with an /ear/sound spelt 'ere' Etymological strategies to learn new words Statutory word list	Revise 3/4 possessive apostrophe with singular/plural words Adding verb prefixes de- and re- Adding verb prefix – over Unstressed vowels in polysyllabic words Statutory word list

Grammar	Using fronted adverbials (words and phrases) to add detail and for effect Using fronted adverbials (subordinate clauses) beginning with a range of conjunctions Punctuating direct speech when spoken words are split by non-spoken words Introducing relative clauses beginning with a relative pronoun (who, that, which, whose) or an omitted relative pronoun Introducing relative clauses beginning with adverbs (where, when) Writing conditional sentences; using modal verbs in conditional sentences	Identifying conjunctions/ Prepositions, pronouns/ Determiners by how they are used Using adverbs to show different degrees of possibility, e.g. perhaps, surely Using modal verbs to show different degrees of possibility Linking ideas across paragraphs using linking adverbials to show, time, place, number Using devices to build cohesion within a paragraph – adverbials, pronouns and conjunctions Using possessive pronouns to show possession	Identifying pronouns by their function; introducing different types of pronouns Recognising ambiguity in the use of pronouns; rewarding sentences to clarify pronoun references Using noun phrases to convey information concisely Introducing indirect speech and comparing it to direct speech Using verb forms with auxiliary verbs e.g. progressive and perfect forms Using present and perfect verb forms to mark relationships of time and cause	Secure use of compound sentences using co-ordinating conjunctions Develop multi-clause sentences – main and subordinate clauses with a full range of conjunctions Expanded -ed clauses as starters and drop in -ed clauses Using Standard English forms of adverbs Using adverbs to comment on a whole sentence Revisit simile and introduce metaphor, personification and onomatopoeia	Sentence reshaping techniques – lengthening or shortening sentence for meaning/or effect Using Standard English verb forms and pronouns (I/me, them/those, that/what) Recognising and correcting double negatives in sentences Using a range of determiners to specify known or unknown nouns Using brackets, dashes and commas to indicate parenthesis	Using commas to clarify meaning and avoid ambiguity Introducing relative clauses that refer to a whole clause rather than a noun Using different types of sentence; varying sentence length, order and focus Converting nouns and adjectives into verbs using suffixes (-ify, -ise, -en, -ate) Understanding how prefixes (dis-, mis-, over-, re-, de-) change the meaning of verbs
Reading Spine (Books to be read to the class)	Varjak Paw (Plus additional chapters from Whole Class Reading Text)		Street Child		Tom's Midnight Garden (Plus additional chapters from Whole Class Reading Text)	

Books/texts to support Whole Class Reading	Holes Themes: Fate and Destiny, Friendship, Cruelty, Resilience, Stress and Problem Solving (50 chapters) Farther (Picture Book) Non-fiction: (Living Things) Stages of Human Life (Information Text) Growing Seeds (Experiment) Life Cycle of a Flowering Plant (Explanation Text) Life Cycle of an Amphibian (Explanation Text)		Non-fiction: Historical Punishments (Information Text) She's A Witch (Information Text) Bizarre Laws (Information Text) The Changing Police (Information Text) Poetry: The Highway Man Non-fiction: (Mountains) An Interview with Shandi Garjavian-Connor (Interview) Record Breaking Mountains (Information Text) Ever-Exhilarating Everest (Information Text) Mountain Sports (Information Text) Poetry: The Tyger by William Blake		The Silver Sword Themes: Hope, Family, Good Vs Evil, Morality in War, Nature, Trust, Trauma and Compassion (29 chapters) The True Story of the Three Little Pigs (Picture Book – critiquing the media) Non-fiction: (Tudors) Diary of Catherine Parr (Diary) Tudor Food and Drink (Information Text) Tudor Kings and Queens (Information Text) Poetry: If by Rudyard Kipling	
Independent Reading	Accelerated Reader					
Poetry	Significant Poets	Concrete	Performance	Narrative Poems	Classic Poems	Different Cultures: Poems to Perform

Y6 English Overview

English	Genre: Tale of Fear Text: The Nightmare Man Focus: Setting/Suspense Genre: Recount - Diary Text: Spiderwick Chronicles Genre: Instructions Text: How to defeat an ogre		Genre: Biography Text: Who was Mary Seacole? Genre: Persuasive - Adverts Text: I Spy – Multifunction Phone Revision - Various Text Types		Genre: Poetry/Tale of Quest Jabberwocky Focus: Action Genre: Non-Chronological report Text: Cheetahs Genre: Tale of Mystery/Historical Story Text: Hetty's Unicorn Focus: Dialogue/Time-slip Y6 Leavers' Assembly	
Spelling	Revision of spellings from previous years Words ending in –able and –ible Words ending in –ably and –ibly Word endings –cious or –tious Statutory Word List	Adding suffixes beginning with vowel letters to words ending in –fer The i before c rule and exceptions Confused words –ce and –se Statutory Word List	Words ending in –ant, -ance/-ancy Words ending in –ent, ency/ency Words containing the letter string ough Use of the hyphen Statutory Word List	Revision: Word patterns Word beginnings Word Endings Confusing Words Statutory Word List	Words ending –cial and –tial Double letters Homophones	Silent letters Unstressed Vowels Word Families
Grammar	Using fronted adverbials (words and phrases) to add detail and for effect Using fronted adverbials (subordinate clauses) beginning with a range of conjunctions Using relative clauses to clarify, define and add detail	Using a range of subordinate clauses to clarify, elaborate and link ideas effectively Linking ideas across paragraphs using a range of cohesive devices Using the terms 'active voice', 'subject' and	Punctuating direct speech when spoken words are split by non-spoken words Recognising non-Standard words and expressions used in spoken language	*Revision:* Grammatical Terms and Word Classes Sentences, clauses and phrases Verb Forms and Tenses Punctuation	*Revision:* Punctuation Standard English and Vocabulary Recognising impersonal writing and using the passive voice to avoid personal references	The use of the subjunctive form in very formal speech and writing Forming sentences containing more than one subordinate clause Using punctuation to clarify meaning and avoid ambiguity

	Use a semi-colon to separate main clauses Using noun phrases to convey information concisely (expanded noun phrases) Verbs: Perfect Forms – using present and past perfect verb forms to mark relationships of time and cause Using varied verb form to express a range of time references Changing tense consistently, using more than one tense and handling time-shifts Comparing the vocabularies of informal speech/writing and formal speech/writing Understand how words are related by meaning as synonyms/antonyms	'object' in relation to sentences Introducing and using the passive voice to change the focus of the sentence Using brackets to indicate parenthesis Relative clauses that refer to a whole clause rather than a noun Using different types of sentence; varying sentence length, order and focus Writing conditional sentences; using modal verbs in conditional sentences Using a colon to introduce a list and semi-colons within a list Using and punctuating bullet points to list information	Recognising structures of informal speech Using commas and dashes to indicate parenthesis Using a single dash to separate main clauses Using the technique of ellipses to avoid repetition and aid cohesion Comparing the structures of informal speech and those of formal speech and writing Using punctuation for effect Revising nouns and noun suffixes; introducing abstract nouns Understand how hyphens can be used to avoid ambiguity		Using a colon to separate main clauses Recognising the word classes of homonyms in different contexts	Standard English – recognising confusing word e.g. lend/borrow Using layout devices to structure and present text e.g. tables, heading and sub-headings
Reading Spine (Books to be read to the class)	Skellig (Plus additional chapters from Whole Class Reading Text)		River Boy (Plus additional chapters from Whole Class Reading Text)		The Hobbit The Arrival	

Books/texts to support Whole Class Reading	Wonder Themes: Prejudice, Self-Acceptance, Friendship, Bullying, Society Values, Family, Fear, Courage and Tolerance (58 chapters) Song: Space Oddity by David Bowie Non-fiction: (Victorians/Inventions) Queen Victoria (Information Text) Great Inventions (Information Text) Inventions that Changed the World (Information Text)	Kensuke's Kingdom Themes: Nature and environmental issues, community and interdependence, relationships, mutual respect for and tolerance of those with different faiths and beliefs (10 chapters) (non-fiction interleaved within the narrative e.g. parts of a boat) Poetry: The Eagle by Alfred, Lord Tennyson The Crocodile by Lewis Carroll Extracts for Revision	Clockwork Themes: Technology, Industrialism, Effort Vs Dreams, Sacrifice, Shame, Greed, Good Vs Evil, Optimism Vs Pessimism, Kindness, Fate and Life Vs Death (3 parts) Poetry: The Lady of Shalott by Alfred, Lord Tennyson The Arrival (Picture Book) Non-fiction: (Food of the World) A World of Influence (Information Text) Origins of Fast Food (Information Text) What Did We Eat? (Information Text)
Independent Reading	Accelerated Reader		
Poetry	Classic Poetry Nonsense Poems	Long Established Poets	Significant Poets Other forms of poetry