

English Overview - KS2.

YEAR GROUP	AUTUMN	SPRING	SUMMER
YEAR 3	F-The Day the Crayons quit (3 days) F-Stories with familiar settings NF-Reports P-Poems to perform	F-Mystery Stories F-Adventure Stories NF-Instruction P-Shape poetry and calligrams F-Myths move to Summer	F-Dialogues and Plays F-Authors NF-Information P-Language play
YEAR 3	<p><u>Word:</u></p> <ul style="list-style-type: none"> -Formation of nouns using a range of prefixes (eg. <i>super-</i>, <i>anti-</i>, <i>auto-</i>) -Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (eg. <i>a rock</i>, <i>an open box</i>) -Word Families based on common words, showing how words are related in form and meaning (eg. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>) 		
YEAR 3 Spelling (RWInc) (See separate overview)	<p><u>AUTUMN:</u></p> <ul style="list-style-type: none"> -Revise Set 3 Sounds RWInc -Complete Y3 end of year test -Prefixes <i>dis-</i> and <i>in-</i> -Add <i>im-</i> to root words beginning with <i>m</i> or <i>p</i> -Adding the suffix <i>-ous</i> -Adding the suffix <i>-ly</i> 	<p><u>SPRING:</u></p> <ul style="list-style-type: none"> -Words ending in <i>-ture</i> -Adding <i>-ation</i> to verbs to form nouns -Words with the <i>c</i> sound spelt <i>ch</i> -Words with the <i>sh</i> sound spelt <i>ch</i> -Adding the suffix <i>-ion</i> -Adding the suffix <i>-ian</i> -Adding the prefix <i>re-</i> 	<p><u>SUMMER:</u></p> <ul style="list-style-type: none"> -Adding the prefix <i>anti-</i> -Adding the prefix <i>super-</i> -Adding the prefix <i>sub-</i> -Y3/4 words
YEAR 3 Writing, Grammar and Punctuation	<p><u>Sentence Structure:</u></p> <ul style="list-style-type: none"> -Expressing time, place and cause using conjunctions (eg. <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>), adverbs (<i>then next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (eg. <i>before</i>, <i>after</i>, <i>in</i>, <i>during</i>, <i>because</i>) <p><u>Text Structure:</u></p> <ul style="list-style-type: none"> -Introduction to paragraphs as a way to group related material -Headings and sub-headings to aid presentations -Use the present perfect form of verbs instead of the simple past (eg. <i>he has gone out to play</i> contrasted with <i>he went out to play</i>) <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> -Introduction to inverted commas to punctuate speech <p><u>Terminology:</u></p> <ul style="list-style-type: none"> • Preposition, conjunction • Word family, prefix • Clause, subordinate clause • Direct speech • Consonant, consonant letter vowel, vowel letter • Inverted commas (for speech marks) 		
YEAR 3 Class Readers	The Iron Man (Ted Hughes) The Sheep-Pig (Dick King Smith)	Flat Stanley (Jeff Brown) The Firework-Maker's Daughter (Philip Pullman)	The Battle of Bubble and Squeak (Philippa Pearce) The Abominables (Eva Ibbotson)
YEAR 3 Voice 21	-Record a song with actions (Music)	-PSA (Public Service Announcement) about	-Narrate a stop motion animation on the features of

	-Live science experiment demo (Science)	volcanoes (Geography) -Create a documentary about either a hero or a villain (History/English)	a river (Geography/ICT) -Retelling a Greek Myth (History/English)
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YEAR GROUP	AUTUMN	SPRING	SUMMER			
YEAR 4	F-The Day the crayons returned (3 days) F-Stories with Historical Settings F-Stories in Imaginary Worlds NF-Newspapers NF-Magazines	F-Stories from other cultures NF-Explanation NF-Information - advertisements P-Creating images	F-Issues and dilemmas F-Plays NF-Formal persuasive texts P-Exploring form			
YEAR 4 YEAR 4 Spelling (RWInc) (See separate overview)	<p><u>Word:</u></p> <p>-The grammatical difference between plural and possessive -s -Standard English forms of verb inflections instead of local spoken forms (eg. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><u>AUTUMN:</u></p> <p>-Complete end of yr4 test -Adding the prefix mis- and revising un-, in-, dis- -Words ending in zhuh spelt -sure -Adding the prefix auto- -Adding the suffix -ly -Adding the prefix inter- -Words with the ay sound spelt eigh, ei, ey -Words ending in -ous -Words with the s sound spelt sc</p> </td> <td style="width: 33%; vertical-align: top;"> <p><u>SPRING:</u></p> <p>-Words ending in zhun spelt -sion -Adding il- and revising un-, in-, mis-, dis- -The c sound spelt -que and the g sound spelt -gue -Adding ir- to words beginning with r -Adding the suffix -ion (1) -Adding the suffix -ion (2)</p> </td> <td style="width: 33%; vertical-align: top;"> <p><u>SUMMER:</u></p> <p>-Y3/4 words</p> </td> </tr> </table>			<p><u>AUTUMN:</u></p> <p>-Complete end of yr4 test -Adding the prefix mis- and revising un-, in-, dis- -Words ending in zhuh spelt -sure -Adding the prefix auto- -Adding the suffix -ly -Adding the prefix inter- -Words with the ay sound spelt eigh, ei, ey -Words ending in -ous -Words with the s sound spelt sc</p>	<p><u>SPRING:</u></p> <p>-Words ending in zhun spelt -sion -Adding il- and revising un-, in-, mis-, dis- -The c sound spelt -que and the g sound spelt -gue -Adding ir- to words beginning with r -Adding the suffix -ion (1) -Adding the suffix -ion (2)</p>	<p><u>SUMMER:</u></p> <p>-Y3/4 words</p>
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YEAR 4 Writing, Grammar and Punctuation	<p><u>Sentence Structure:</u></p> <p>-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg. <i>the teacher</i> expanded to <i>the strict teacher with curly hair</i>) -Fronted Adverbials (eg. <i>Later that day</i>, I heard bad news)</p> <p><u>Text Structure:</u></p> <p>-Use paragraphs to organise ideas around a theme -Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition</p> <p><u>Punctuation:</u></p> <p>-Use of inverted commas and other punctuation to indicate direct speech (eg. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>) -Apostrophes to mark plural possession (eg. <i>the girl's name</i>, <i>the girls' names</i>) -Use of commas after fronted adverbials</p> <p><u>Terminology:</u></p> <ul style="list-style-type: none"> • Determiner • Pronoun, possessive pronoun • Adverbial 					
YEAR 4 Class Readers	Carries War (Nina Bawden)	The Turbulent Term of Tyke Tiler (Gene Kemp)	My friend Walter (Michael Morpurgo)			

	The Weirdstone of Brisingamen (Alan Garner)	The Lion, the witch and the wardrobe (C.S. Lewis)	Charlotte's Web (E.B. White)
YEAR 4 Voice 21	-Romans v Celts puppet show (History) -Recite a short poem by heart (English)	-Writing and performing a Times Table rap (Maths) -Instructions about how to make bows and arrows (DT/English)	-Debate about Vikings or Saxons (most fierce, most 'useful') (History/English) -Create an audio-visual brochure guide about a mountain expedition (Geography)

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YEAR 5	F-Into the Forest F-Novels and Stories by significant children's authors F-Legends NF-Instructions P-Poetic Style	F-Stories from other cultures F-Older Literature NF-Recounts P-Classic / Narrative Poetry	F-Film Narrative F-Dramatic Conventions NF-Persuasive Writing (Contrary argument) P-Choral and Performance			
YEAR 5 YEAR 5 Spelling (RWInc) (See separate overview)	<p><u>Word:</u> -Converting nouns or adjectives into verbs using suffixes (eg. -ate, -use, -ify) -Verb prefixes (eg. dis-, de-, mis-, over-, re-)</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>AUTUMN:</u> -Complete Y5 end of year test -Words with silent letter b -Words ending in -ible -Words ending in -able -Words with silent letter t -Words ending in -ibly and -ably -Words ending in -ent</p> </td> <td style="vertical-align: top;"> <p><u>SPRING:</u> -Words ending in -ence -The ee sound spelt ei -Words ending in -ant, -ance and -ancy -Words ending in shus spelt -cious -Words ending in shus spelt -tious -Words ending in shul spelt -cial or -tial</p> </td> <td style="vertical-align: top;"> <p><u>SUMMER:</u> -Y5/6 words</p> </td> </tr> </table>			<p><u>AUTUMN:</u> -Complete Y5 end of year test -Words with silent letter b -Words ending in -ible -Words ending in -able -Words with silent letter t -Words ending in -ibly and -ably -Words ending in -ent</p>	<p><u>SPRING:</u> -Words ending in -ence -The ee sound spelt ei -Words ending in -ant, -ance and -ancy -Words ending in shus spelt -cious -Words ending in shus spelt -tious -Words ending in shul spelt -cial or -tial</p>	<p><u>SUMMER:</u> -Y5/6 words</p>
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YEAR 5 Writing, Grammar and Punctuation	<p><u>Sentence Structure:</u> -Relative clauses beginning with <i>who, which, where, why, whose, that</i>, or an omitted relative pronoun -Indicating degrees of possibility using adverbs (eg. <i>perhaps, surely</i>) or modal verbs (eg. <i>might, should, will, must</i>)</p> <p><u>Text Structure:</u> -Devices to build cohesion within a paragraph (eg. <i>then, after that, this, firstly</i>) -Linking ideas across paragraphs using adverbials of time (eg. <i>later</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choice (eg. <i>he had seen her before</i>)</p> <p><u>Punctuation:</u> -Brackets, dashes or commas to indicate parenthesis -Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Terminology:</u></p> <ul style="list-style-type: none"> • Modal verb, relative pronoun • Relative clause • Parenthesis, bracket, dash • Cohesion, ambiguity 					

YEAR 5 Class Readers	Billionaire Boy (David Walliams) Spellhorn (Berlie Doherty)	The Secret Garden (Frances Hodgson Burnett) Tom's Midnight Garden (Philippa Pearce)	Stig of the Dump (Clive King) Cosmic - (Frank Cottrell Boyce)
YEAR 5 Voice 21	-Create a documentary about one of Henry VIII's wives (History) -Create a short cookery demonstration (DT)	-Live Science experiment demo (Science) -A sports commentary (English/PE)	-Teach someone how to solve a topic in maths (Maths) -Complete an audio commentary about 1 of the planets (Science)

YEAR GROUP	AUTUMN	SPRING	SUMMER
YEAR 6	NF-Information Text (Meerkat Mail) F-Action Stories F-Time Slips NF-Biography / Autobiography NF-Journalistic P-Imagery	F-Flashbacks F-Playscripts NF-Balanced / Unbalanced Arguments -Letter Writing -Formal / Impersonal writing	Revision: F-Myths F-Legends F-Diaries
YEAR 6 YEAR 6 Spelling (RWInc) (See separate overview)	<u>Word:</u> -The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg. <i>find out - discover, ask for - request, go in - enter</i>) -How words are related by meaning as synonyms and antonyms (eg. <i>big, large, little</i>) <u>AUTUMN:</u> -Complete Y6 end of year test -Suffixes (1) -Suffixes (2) -Suffixes (3) -Suffixes (4) -Suffixes (5) -The sh sound spelt ti or ci -The sh sound spelt si or ssi -Silent letters -The spellings ei and ie -Words ending in -ible and -able	<u>SPRING:</u> -Plural nouns (1) -Plural nouns (2) -Y5/6 words	
YEAR 6 Writing, Grammar and Punctuation	<u>Sentence Structure:</u> -Use of the passive voice to affect the presentation of information in a sentence (eg. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>) -The differences between structures typical of informal speech and structures appropriate for formal speech and writing (eg. the use of question tags: <i>He's your friend, isn't he?</i>), or the use of subjunctive forms such as <i>If I <u>were</u> or <u>Were they</u> to come in some very formal writing and speech</i>)		

	<p><u>Text Structure:</u> -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (eg. the use of adverbials such as <i>on the other hand, in contrast</i>) or <i>as a consequence</i>) and ellipsis -Layout devices (eg. headings, sub-headings, columns, bullets, tables to structure text)</p> <p><u>Punctuation:</u> -Use of semi-colon, colon and dash to mark the boundary between independent clauses (eg. <i>It's raining; I'm fed up</i>) -Use of colon to introduce a list and use of semi-colons within lists -Punctuation of bullet points to list information -How hyphens can be used to avoid ambiguity (eg. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p> <p><u>Terminology:</u></p> <ul style="list-style-type: none"> • subject, object • active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points 		
<p>YEAR 6 Class Readers</p>	<p>Fireweed (Jill Paton Walsh)</p> <p>Shadow of the Minotaur (Alan Gibbons)</p>	<p>Skellig (David Almond)</p> <p>Pig Heart Boy (Malorie Blackman)</p>	<p>Clockwork (Philip Pullman)</p> <p>Holes (Louis Sachar)</p>
<p>YEAR 6 Voice 21</p>	<p>-PSA-How to build an Anderson Shelter (DT/English) -Weather Forecast for the Arctic or Antarctic (Geography)</p>	<p>-Recite a poem by heart (English) -Live science experiment demo (Science)</p>	<p>-Debate about whether modern technology is good or bad (ICT/English) -Complete an audio guide about Mexico (Geography)</p>