



## Skerton St Luke's CE Primary School Subject Leader Overview for English



English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<b>Survival of the fittest!</b>	<b>Why is Britain great?</b>	<b>Conflict and Courage</b>		<b>Why do we love the place we live?</b>	
Unit Text	Kensuke's Kingdom- <b>Michael Morpurgo</b>  Holes <b>Louis Sachar</b>  Charlies Darwin <b>Biography</b>	Macbeth <b>William Shakespeare</b>	Letters from the Lighthouse <b>Emma Carroll</b> We are all born free <b>David Tennant and John Boyne</b>	Foul Play Whodunit? <b>Daniel Pascoe</b>	Kidnapped <b>Robert Louis Stevenson</b> The Sea Chest <b>Made by the Moon (Eden project story)</b>	Alone on a Wide, Wide Sea <b>Michael Morpurgo</b> Over Sea, Under Stone <b>Susan Cooper</b>
<b>Teacher Assessment</b>  <b>Year 6 ARE standards</b>	<u>Working Towards Standard</u> <ul style="list-style-type: none"> <li>write for a range of purposes</li> <li>use paragraphs to organise ideas</li> <li>in narratives, describe settings and characters</li> <li>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li> </ul>		<u>Working at Expected Standard</u> <ul style="list-style-type: none"> <li>write effectively for a range of purposes and audiences, selecting language that shows</li> <li>good awareness of the reader (e.g. the use of the first person in a diary; direct address</li> <li>in instructions and persuasive writing)</li> <li>in narratives, describe settings, characters and atmosphere</li> <li>integrate dialogue in narratives to convey character and advance the action</li> <li>select vocabulary and grammatical structures that reflect what the writing requires,</li> <li>doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative;</li> <li>using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and</li> <li>place, pronouns, synonyms) within and across paragraphs</li> <li>use verb tenses consistently and correctly throughout their writing</li> <li>use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted</li> <li>commas and other punctuation to indicate direct speech)</li> </ul>		<u>Working at Greater Depth</u> <ul style="list-style-type: none"> <li>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</li> <li>distinguish between the language of speech and writing and choose the appropriate register</li> <li>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>	



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<p><b>NC Writing composition, vocabulary, grammar and punctuation</b></p>	<ul style="list-style-type: none"> <li>• Subordinating conjunctions</li> <li>• Expanded noun phrases</li> <li>• paragraphs to organise ideas</li> <li>• cohesive devices within a sentence or paragraph</li> <li>• describe a setting using precise vocabulary</li> <li>• describe characters</li> <li>• capital letters, full stops and questions marks</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinating conjunctions</li> <li>• some cohesive devices across paragraphs</li> <li>• use dialogue to convey a character</li> <li>• vocabulary and structure for formality</li> <li>• inverted commas correctly</li> <li>• apostrophes for contractions correctly</li> <li>• comma for a list</li> <li>• précising longer passages</li> </ul>	<ul style="list-style-type: none"> <li>• Different verbs form/tenses</li> <li>• Passive voice</li> <li>• dialogue to advance actions</li> <li>• range of purposes and audiences</li> <li>• parenthesis</li> <li>• semi-colons correctly</li> <li>• dashes correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Prepositional phrases</li> <li>• adverbials within sentences and paragraphs</li> <li>• range of cohesive devices within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• commas for clarity</li> <li>• parenthesis</li> <li>• Semi-colons correctly</li> <li>• dashes correctly</li> <li>• hyphens correctly sometimes</li> </ul>	<ul style="list-style-type: none"> <li>• control over levels of formality, particularly through manipulating grammar and vocabulary</li> <li>• write effectively for a range of purposes and audiences, selecting the appropriate form</li> <li>• use the range of punctuation taught at key stage 2 correctly</li> </ul>
<p><b>Text coverage</b></p>	<p><b>Fiction</b>  <b>Narrative</b>  <b>Diary Extracts</b>  <b>Non-fiction (Fact file)</b></p>	<p><b>Old fiction.</b>  <b>Short Stories</b></p>	<p><b>War fiction</b>  <b>Diaries</b>  <b>Letters</b>  <b>Human Rights</b>  <b>poetry/persuasive writing</b></p>	<p><b>Detective / crime fiction</b>  <b>Explanations</b></p>	<p><b>Short stories with flashbacks</b>  <b>Novel as a theme</b>  <b>Classic narrative</b>  <b>poetry</b></p>	<p><b>Recounts</b>  <b>autobiography</b>  <b>Debates / discussion</b>  <b>Poems on a theme</b></p>
<p><b>Ongoing</b></p>	<p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> </ul>					



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- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the 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

#### **Handwriting**

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Refer to the **Key Learning in Writing (Updated 2015)** document for progression guidance



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English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>Faster, Higher, Stronger!</b>	<b>A Kingdom united</b>	<b>Food, Glorious Food</b>	<b>Earthlings</b>	<b>Amazon Adventure</b>	<b>Inventors and Inventions</b>
<b>Unit Text</b>	The Adventures of Odysseus <b>Hugh Lupton</b>	Beowulf <b>Michael Morpurgo</b>	The Lion, Witch and the Wardrobe <b>C.S. Lewis</b>	Cosmic <b>Frank Cottrell-Boyce</b> Or Curiosity <b>Markus Motem</b>	The Explorer <b>Katherine Rundell</b>	The Invention of Hugo Cabret <b>Brian Selznick</b>
<b>NC Writing composition, vocabulary, grammar and punctuation</b>	<ul style="list-style-type: none"> <li>• Complex sentences with similes and –ing starters.</li> <li>• Linking ideas across paragraphs using adverbials for time, place and numbers.</li> <li>• Drawing on research.</li> <li>• Organisational devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences using –ed openers.</li> <li>• Blending action, dialogue and description across paragraphs.</li> <li>• Modal verbs.</li> <li>• Selecting appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences using similes, –ed and –ing openers.</li> <li>• Brackets, dashes and commas in complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs linked by adverbials</li> <li>• Investigate new prefixes</li> <li>• Building cohesion</li> <li>• Organisational devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences using prepositional phrases, similes, –ed and –ing openers.</li> <li>• Blending action, dialogue and description across paragraphs.</li> <li>• Modal verbs.</li> <li>• Building cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences using relative clauses with pronouns.</li> <li>• Correct tenses throughout</li> <li>• Subject and verb agreement</li> </ul>
<b>Text coverage</b>	<b>Myths</b> <b>Reports</b> <b>Poems with figurative language</b>	<b>Legends</b> <b>Persuasion</b>	<b>Stories with historical settings</b> <b>Film and play scripts</b>	<b>Science fiction stories</b> <b>Information booklets</b>	<b>Stories from other cultures</b> <b>Debate</b>	<b>Novel as a theme</b> <b>Magazine:</b> <b>information text</b> <b>hybrid</b>



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			Classic narrative poetry	Poems with a structure		
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• Write legibly, fluently and with increasing speed by:<ul style="list-style-type: none"><li>➤ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>➤ choosing the writing implement that is best suited for a task</li></ul></li></ul>					

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<b>Year 4</b>	<b>Sparks might fly</b>	<b>The colour of sound</b>	<b>The Norse West</b>	<b>Passport to The World</b>	<b>Water, Water Everywhere</b>	<b>Our environment, our problem</b>
<b>Unit Text</b>	The Firework Makers Daughter <b>Philip Pullman</b> The Heavenly Elephant	Bill's New Frock <b>Anne Fine</b>	How To Train Your Dragon <b>Cressida Cowell</b>	The Train to Impossible Places <b>P. G. Bell</b>	The Water Horse <b>Dick King-Smith</b>	Run Wild <b>Gill Lewis</b> One Plastic Bag <b>Miranda Paul</b>
<b>NC Writing composition, vocabulary, grammar and punctuation</b>	<p>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</p> <p>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every</p>	<p>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>Use commas to mark clauses in complex sentences</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>	<p>Identify, select and effectively use pronouns.</p> <p>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p> <p>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. of she seen it.</p>	<p>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</p> <p>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</p> <p>Use apostrophes for singular and plural possession e.g. the dog's bone</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning</p>	<p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Generate and select from vocabulary banks e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration.</i></p> <p>Use different sentence structures (see VGP).</p>



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				and the dogs' bones.		<p>Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>.</p> <p>Link ideas across paragraphs using fronted <b>adverbials</b> for when and where e.g. <i>Several hours later..., Back at home...</i></p> <p><b>Evaluating and Editing</b></p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Improve writing in light of evaluation.</p> <p><b>Performing</b></p>
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						Use appropriate intonation, tone and volume to present their writing to a range of audiences.
<b>Text coverage</b>	Stories with fantasy settings Explanations play scripts	Fairy tales Classic poetry	Novel as a theme Folk Tales Film and script	Non-chronological reports	Information booklets Poetry with a structure Recount: newspapers	Debate Stories with issues and dilemmas Persuasion Oral and written explanation of a process
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency, and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</li> </ul>					

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English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>There's no place like home</b>	<b>Healthy Humans</b>	<b>Rock and Roll</b>	<b>The Iron Man</b>	<b>What the Romans did for us</b>	<b>How does your garden grow?</b>
<b>Unit Text</b>	The Tin Forest <b>Helen Ward and Wayne Anderson;</b> The Tear Thief <b>Carl Ann Duffy.</b>	The Pied Piper of Hamelin <b>Michael Morpurgo;</b> There's a Rang-Tan in my bedroom <b>James Sellick</b>	Stig of the Dump <b>Clive King;</b> Caveman Manners <b>David Steinberg</b> (poem)	The Iron Man <b>Ted Hughes</b>	The Romans, Gods, Emperors and Dormice <b>Marcia Williams.</b>	The Enchanted Wood <b>Enid Blyton</b> A Child's Garden of Verses collection <b>Robert Louis Stevenson.</b>
<b>NC Writing composition, vocabulary, grammar and punctuation</b>	<i>Revision: Constructing a simple sentence.</i> Accurate demarcation of sentences (capital letters, full stops, question marks, and exclamation marks) Noun phrases expanded by adjectives.	Apostrophes to mark singular and plural possession. Express time, place and cause using adverbs or prepositions. Formation of nouns using prefixes.	Appropriate choice of pronoun or noun within and across sentences. Expressing time, place and cause using conjunctions.	<i>Revision:</i> <i>Commas for lists</i> Consolidate use of apostrophes for contraction.	Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation.	Introduction to inverted commas to punctuate direct speech.
<b>Text coverage</b>	<b>Folk Tales</b> Recount (diaries/ letters), setting/character description, writing in role. <b>Modern Fairy Tale</b> Shared poem, persuasive poster, discussion.	<b>Fables</b> Retelling story, innovated story, letter, advert. <b>Persuasion</b> Persuasive leaflet, formal letter, poster.	<b>Story as a theme</b> Narrative: develop and write own chapter. Character description, letters. <b>Poems on a theme</b> Poem learned by heart for performance; create a poem linked to theme with a structure.	<b>Novel as a theme</b> Recount (diaries), Narrative (innovated story) <b>Discussion</b> Hot seating, conscience alley, for and against.	<b>Roman Myths</b> Retelling, fact files, drama, innovated myth. <b>Non-chronological reports</b> Research, non-chronological report about the Roman Army.	<b>Fantasy story</b> Narrative, write own fantasy story.  <b>Explanations</b> How do flowering plants grow?  <b>Classic poetry</b> Performance of a poem. Written responses to poetry.



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#### Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the 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).

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<b>Year 2</b>	<b>Living things and their habitats</b>	<b>The Place where I live</b>	<b>Animals including humans</b>	<b>Explorers</b>	<b>Plants</b>	<b>Buckets and Spades</b>
<b>Unit Text</b>	After the Fall (How Humpty got back up again.) <b>Dan Santat</b>	Jamil's Clever Cat <b>Fiona French</b>	The Journey Home <b>Frann Preston Gannon</b>	Bob the Man on the Moon <b>Simon Bartram</b>	Jack and the Baked Beanstalk <b>Colin Stimpson</b>	Mudpuddle Farm <b>Michael Morpurgo</b>
<b>Teacher Assessment</b>  <b>Year 2 ARE standards</b>	<u>Working Towards Standard</u> <ul style="list-style-type: none"> <li>write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>demarkate some sentences with capital letters and full stops</li> <li>segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>spell some common exception words*</li> <li>form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form lower-case letters of the correct size relative to one another in some of their writing</li> <li>use spacing between words</li> </ul>		<u>Working at Expected Standard</u> <ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>write about real events, recording these simply and clearly</li> <li>demarkate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>use present and past tense mostly correctly and consistently</li> <li>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spell many common exception words*</li> <li>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>		<u>Working at Greater Depth</u> <ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>make simple additions, revisions and proof-reading corrections to their own writing</li> <li>use the punctuation taught at key stage 1 mostly correctly</li> <li>spell most common exception words*</li> <li>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters</li> </ul>	
<b>NC Writing composition, vocabulary,</b>	Develop positive attitudes towards and stamina for writing by:	Develop positive attitudes towards and stamina for writing by:	Develop positive attitudes towards and stamina for writing by:	Make simple additions, revisions and corrections to their own writing by:	Develop positive attitudes towards and stamina for writing by:	Develop positive attitudes towards and stamina for writing by:



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<p><b>grammar and punctuation</b></p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Learn how to use the present and past tenses correctly and consistently including the progressive Form.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops and capital letters</p>	<p>Writing poetry</p> <p>□ Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</p> <p>Learn how to use: Sentences with different forms: statement, question, exclamation, command</p> <p>Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Develop their understanding of the concepts set out in</p>	<p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>Writing for different purposes</p> <p>Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>	<p>Writing poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Learn how to use the grammar for year 2 in English Appendix 2 some features of written Standard English</p> <p>To use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
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			English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks and question marks			
<b>Text coverage</b>	<b>Stories with familiar themes/Traditional tales</b>  <b>Non-chronological reports</b> (link to Science)	<b>Stories from around the world</b>  <b>Christmas poems</b> (Link to Christmas compositions in music)	<b>Fiction</b>  <b>Non-Chronological Reports</b> (Link to class text and Geography unit)	<b>Adventure Fiction</b>  <b>Recount:</b> Diaries (Space and Antarctica Explorers)	<b>Stories with familiar themes/Traditional tales</b>  <b>Instructions</b> (link to science- How to grow a.....)	<b>Animal adventure stories</b>  <b>Recount:</b> Letters  <b>Riddles and Rhymes</b> (Seaside poetry)
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>					

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<b>Year 1</b>	<b>Family Album</b>	<b>Penguins, Possums and Pigs</b>	<b>Robots</b>	<b>Growth and Green Fingers</b>	<b>Fire! Fire!</b>	<b>The Great Outdoors</b>
<b>Unit Text</b>	<p>We're going on a bear hunt <b>Michael Rosen</b> (Transition text)</p> <p>Rapunzel <b>Bethan Woolvin</b></p>	<p>Lost and Found <b>Oliver Jeffers</b></p> <p>Various autumn poems</p> <p>Various non-fiction books on animals</p>	<p>The Robot and the Blue bird <b>David Lucas</b></p> <p>Various books about journeys</p>	<p>The Gigantic Turnip <b>Aleksei Tolstoy</b></p> <p>A variety of different instructions including recipes and instructions for games</p> <p>Here we go round the mulberry bush and various other traditional rhymes</p>	<p>Zog <b>Julia Donaldson</b></p> <p>Stories by Julia Donaldson</p> <p>Various non-fiction books on the 'Great Fire of London'</p> <p>London's Burning poem</p>	<p>Goat and Donkey in the Great Outdoors <b>Simon Puttock</b></p> <p>Information books about camping</p>
<b>NC Writing composition, vocabulary, grammar and punctuation</b>	<p>Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Orally plan and rehearse ideas.</p>	<p>Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use formulaic phrases to open and close texts.</p>	<p>Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with</p>	<p>Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple</p>	<p>Use question marks. Use capital letters for names of people. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops.</p>	<p>Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Add suffixes to verbs where <b>no spelling change is needed</b> to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc</i></p>



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### Subject Leader Overview for English



	<p>Sequence ideas and events in narrative.</p>	<p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Orally plan and rehearse ideas.</p> <p>Write poems with simple structures.</p> <p>Plurals – adding s to nouns.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use simple connectives to link ideas e.g. <i>and</i>.</p> <p>Identify and use question marks.</p> <p>Punctuate simple sentences with capital letters and full stops.</p> <p>Write information texts with simple text type features.</p>	<p>capital letters and full stops.</p> <p>Use capital letters for names of people, places, and days of the week.</p> <p>Identify and use question marks and exclamation marks.</p> <p>Use simple 'joining words' to link ideas.</p> <p>Pluralise nouns – build on using '-s' e.g. <i>dog, dogs</i>, as addressed in previous units, to using '-es', e.g. <i>wish, wishes</i>.</p> <p>Orally compose every sentence before writing.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Sequence ideas/events in order.</p> <p>Use formulaic phrases to open and close texts.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p>	<p>sentences which makes sense.</p> <p>Sequence events in order.</p> <p>Identify and use exclamation marks.</p> <p>Add suffixes to verbs where <b>no spelling change is needed</b> to the root word, e.g. <i>pull – pulled</i>.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Punctuate simple sentences with capital letters and full stops.</p> <p>Reread every sentence to check it makes sense.</p> <p>Orally plan and rehearse ideas.</p> <p>Sequence ideas in order.</p> <p>Write in different forms with simple text features e.g. instructions.</p> <p>Read aloud their writing to adults and peers.</p>	<p>Say, and hold in memory whilst writing, simple sentences which makes sense.</p> <p>Separate words with finger spaces.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use question marks.</p> <p>Punctuate simple sentences with capital letters and full stops.</p> <p>Write information texts with simple text type features.</p> <p>Discuss their writing with adults and peers.</p> <p>Read aloud their writing to adults and peers.</p> <p>Orally plan and rehearse ideas.</p> <p>Write poems with simple structures.</p>	<p>Identify and use question marks.</p> <p>Use simple joining words to link ideas e.g. <i>and</i>.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Discuss their writing with adults and peers.</p> <p>Read aloud their writing to adults and peers.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Punctuate simple sentences with capital letters and full stops.</p> <p>Use question marks.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Use simple joining words to link ideas e.g. <i>and</i> etc.</p> <p>Write information texts with simple text type features.</p>
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			<p>Read aloud their writing to adults and peers.</p> <p>Say and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with finger spaces.</p> <p>Punctuate simple sentences with capital letters and full stops.</p> <p>Use capital letter for the personal pronoun I.</p> <p>Use simple joining words to link ideas.</p> <p>Pluralise nouns using '-s' and '-es' e.g. <i>dog, dogs; wish, wishes.</i></p> <p>Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind.</i></p>	<p>Orally plan and rehearse ideas.</p> <p>Write poems with simple structures.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use capital letters for names of people.</p> <p>Separate words with finger spaces.</p> <p>Use their phonic knowledge when spelling any unfamiliar words.</p> <p>Read aloud their writing to adults and peers.</p>	<p>Read aloud their writing to adults and peers.</p> <p>Separate words with finger spaces.</p> <p>Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>help – helped.</i></p>	<p>Discuss their writing with adults and peers.</p> <p>Read aloud their writing to adults and peers.</p>
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			Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text type features e.g. recounts. Discuss their writing with adults and peers.			
<b>Text coverage</b>	Traditional Tales  Recount a family event	Stories by the same author  Poems on the theme of Autumn  Non-chronological reports	Stories with fantasy settings Recount a journey	Classic stories Instructions Traditional Rhymes	Repetitive patterned stories Range of non-fiction texts Poems to learn by heart	Stories with familiar settings Non-Fiction texts: booklets
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• Sit correctly at a table , holding a pencil comfortably and correctly</li><li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• Form capital letters</li><li>• Form digits 0-9</li><li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways ) and to practise these</li></ul>					

Refer to the Key Learning in Writing (Updated 2015) document for progression guidance