

**Welbourn Church of England English Overview**

**Y5/6 – Literacy Planning Overview**

Each assessment statement to be covered every term

Additional SPAG revision in preparation for SATs.

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| Sentence types to be covered throughout the year (see ‘Exciting Sentences’ progression document) | |
| Year 5 | Year 6 |
| * 2 pairs | * Imagine 3 |
| * 3 Bad – (Dash) Question? | * Some; others |
| * Name – Adjective Pair - | * O. (I). |
| * If, if, if, then | * First Word Last |
| * So… | * Irony |
| * Emotion - consequence |  |
| * The Question is: |  |
| * Action As If |  |
| * Description which + simile |  |

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| Autumn Term | | |
| Unit | Teaching/Assessment Focus | |
|  | Unit Work | **Additional Y6 SPAG work** |
| Fiction – Author Study/  Genre study | * Creating atmosphere * Cohesive devices including adverbials * Punctuation for parenthesis – dashes**, brackets** and commas * Inverted commas – full speech punctuation * **Integrating dialogue and ensuring dialogue moves action forward.** * Dashes between independent clauses | Synonym/Antonym  Ellipsis  **Revision**  Difference between plural and possessive – s  Apostrophes for singular/ plural possession |
| Biography | * Colons to introduce lists * *Colons between independent clauses (WGD)* * Cohesive devices including adverbials * Punctuation for parenthesis – dashes, brackets and **commas** * Clause structure – relative clauses | Relative clauses/relative pronouns  Restrictive/non-restrictive relative clauses - punctuation |
| Argument Texts | * Semi colons – **independent clauses** and lists * Modal Verbs * Passive sentences * Clause structure – varying position of subordinate clauses | Active/Passive  Subject/Object  Revision – verb tenses |
| Explanations | * Prepositional phrases * Expanded noun phrases * Hyphens * Vocabulary and grammatical structures that reflect level of formality * Commas for clarity. Clause structure and use of commas. | Subjunctive  Bullet points |
| Spring Term | | |
|  | Teaching/Assessment Focus | Additional SPAG work |
| Journalistic Writing | * Hyphens * Vocabulary and grammatical structures that reflect level of formality * Direct and reported speech * Modal verbs * Passive sentences | Active/Passive |
| Fiction  – Cycle A (Historical)  - Cycle B (Scientific) | * Cohesive devices including adverbials * Punctuation for parenthesis – dashes, brackets and commas * Inverted commas – full speech punctuation * Integrating dialogue * **Integrating dialogue and ensuring dialogue moves action forward.** * Dashes between independent clauses * Creating atmosphere |  |
| Poetry – Power of Imagery | * Adverbs and Adverbials | Synonym/Antonym |
| Author Study | * Prepositional phrases * Expanded noun phrases * Semi colons – independent clauses and **lists** * *Colons between independent clauses (WGD)* * Clause structure – varying position of subordinate clauses * Commas for clarity | General revision |
| Summer Term | | |
|  | Teaching/Assessment Focus | Additional SPAG work |
| Fiction  Myths and Legends Cycle A  Author Study Cycle B | * Creating atmosphere * Cohesive devices including adverbials * Punctuation for parenthesis – dashes, brackets and commas * Inverted commas – full speech punctuation * Integrating dialogue * **Integrating dialogue and ensuring dialogue moves action forward.** * Dashes between independent clauses | Revision of all KS2 SPAG work |
| Fiction  Stories with Flashbacks | * Prepositional phrases * Expanded noun phrases * Semi colons – independent clauses and lists * Clause structure – varying position of subordinate clauses * *Colons between independent clauses (WGD)* |
| Poetry – Finding a Voice | * Adverbs and adverbials |
| Formal Writing/  Reports | * Prepositional phrases * Expanded noun phrases * Hyphens * Vocabulary and grammatical structures that reflect level of formality * Commas for clarity |

**Y3/4 – Literacy Planning Overview**

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| Sentence types to be covered throughout the year (see ‘Exciting Sentences’ progression document) | |
| Year 3 | Year 4 |
| * \_\_\_ing, \_\_\_ed | * Noun, which/who/where |
| * Doubly-ly ending | * Then and Now |
| * Emotion, comma | * The more, the more |
| * Verb, person | * De:De |
| * 3\_ed | * Does not/ Does (Will not/will) |
| * Position + place, subject + action | * Worse/getting better |
| * As\_ly | * This is that |
| * (V)ed next (V)ed | * What a(n) action, more action |
| * Sound! Cause |  |

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| Autumn Term | | | |
| Unit | Teaching/Assessment Focus | | |
|  | Ongoing | Unit Work | Additional SPAG work |
| Information texts | * Use conjunctions (eg when, before, after, while, so, because) * Begin to use paragraphs * Commas in lists | | Heading and sub-headings to aid presentation |
| Fiction – Stories Set in Imaginary Worlds/  Roald Dahl - Cycle A  Author Study – Cycle B | * Speech punctuation – speech marks * Use adjectives and adverbs to describe settings and characters * Use adverbials of time to link sentences * Clause structure and the use of co-ordinating and subordinating conjunctions. | | Use a/an correctly  Consonant/vowel |
| Instructions – Cycle A  Newspapers – Cycle B | * Use present perfect form of verbs * Apostrophes for contractions * Commas in lists | | Colon to introduce a list (Y4 GD) |
| Poetry - Performance | * Question and exclamation marks | | Word families based on common words eg solve, solution, dissolve, insoluble |
| Spring Term | | | |
|  | Ongoing | Teaching/Assessment Focus | Additional SPAG work |
| Fiction  Adventure and Mystery Stories – Cycle A  Stories from other cultures – focus on Egypt – Cycle B | * Speech punctuation – inverted commas * Expanded noun phrases * Use paragraphs to organise ideas * Describe settings and characters | | Difference between plural and possessive – s  Apostrophes for singular/ plural possession |
| Letters/diaries | * Use some cohesive devices within and across sentences and paragraphs * Use different verb forms * Use and contrast of formal and informal language | |  |
| Playscripts | * Question marks * Exclamation marks * Brackets | |  |
| Poetry – Imagery | * Commas in lists * Describe settings and characters | |  |
| Summer Term | | | |
|  | Ongoing | Teaching/Assessment Focus | Additional SPAG work |
| Fiction –  Stories raising issues/dilemmas – cycle A  Historical Stories – WW2 Cycle B | * Speech punctuation - inverted commas * Clause structure and the use of co-ordinating and subordinating conjunctions. * Describe settings and characters * Use different verb forms * Apostrophes * Question marks/Exclamation marks | | Relative clause (Y4)  Hyphen  Expanded noun phrases – revision |
| Explanation Texts | * Cohesive devices * Use paragraphs to organise ideas * Modal verbs | | Formation of nouns using a range of prefixes  Relative clauses |
| Recounts | * Use paragraphs to organise ideas * Commas in lists * Co-ordinating and subordinating conjunctions | |  |
| Poetry – Form and style (including shape poems) | * Relate to theme and learn at least one poem by heart. | |  |

**Y1/2 – Literacy Planning Overview**

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| Sentence types to be covered throughout the year (see ‘Exciting Sentences’ progression document) | |
| Year 1 | Year 2 |
| * 2A | * All the Ws |
| * List | * Short |
| * B.O.B.S (B.A.B.S) | * B.O.Y.S |

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| Autumn Term | | |
| Unit | Teaching/Assessment Focus | |
|  |  | Additional SPAG work |
| Traditional Stories/  Fairy tales | * Demarcate most (75%/90%) sentences with capital letters and full stops * Some use of question marks * Some use of exclamation marks * Use some expanded noun phrases to describe and specify * Use subordination (when/if/that/because) | Vocab: adjective, noun, noun phrase |
| Instructions | * Spelling words with contracted forms * Use co-ordination (or/and/but) * Use statements with different forms: * Commands | Commas in lists  Vocab: adverb, command |
| Author study | * Y1 - demarcate most (75%) sentences with capital letters and full stops * Use present and past tense mostly correctly and consistently * Use expanded noun phrases * Use statements with different forms: * Statements * Questions * Exclamations * Commands | Present + past progressive verb forms  Vocab: tense (past, present) |
| Poetry – Patterns on a Page | * Adding suffixes to spell some words correctly in their writing – eg – ment, -ness, -ful, -less, -ly | Apostrophes for single possession  Vocab: apostrophe, suffix |
| Spring Term | | |
|  | Teaching/Assessment Focus | Additional SPAG work |
| Information texts – Cycle A  Recount – Cycle B | * Use present and past tense mostly correctly and consistently * Use expanded noun phrases * Demarcate most (75%/90%) sentences with capital letters and full stops * Y1 – begin to use co-ordinating (or/and/but) and some subordination (when/if/that/because). | Vocab: past, present |
| Explanation texts | * Use statements with different forms: * Statements * Questions * Use co-ordination (or/and/but) * Use subordination (when/if/that/because) * Some use of question marks and exclamation marks |  |
| Author study – different stories by the same author | * Use statements with different forms: * Statements * Questions * Exclamations * Commands * Adding suffixes to spell some words correctly in their writing – eg – ment, -ness, -ful, -less, -ly | Vocab: statement, question, command, exclamation |
| Poetry – Poet study – including learning at least one poem by heart | * Use expanded noun phrases | Compound words  Vocab: compound |
| Summer Term | | |
|  | Teaching/Assessment Focus | Additional SPAG work |
| Extended stories/significant authors/Fantasy | * Use present and past tense mostly correctly and consistently * Use expanded noun phrases * Use statements with different forms: * Statements * Questions * Exclamations * Commands * Some use of question marks and exclamation marks | Revision for SPAG test |
| Non chronological reports | * Use present and past tense mostly correctly and consistently * Use expanded noun phrases * Demarcate most (75%/90%) sentences with capital letters and full stops |
| Poetry – Themed poems related to topic | * Use expanded noun phrases |
| Stories from other cultures | * Adding suffixes to spell some words correctly in their writing – eg – ment, -ness, -ful, -less, -ly * Use expanded noun phrases Demarcate most (75%/90%) sentences with capital letters and full stops * Use co-ordination (or/and/but) * Use subordination (Y1 begin to) (when/if/that/because) |