

**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/AntonymEllipsis**Revision**Difference between plural and possessive – sApostrophes 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 pronounsRestrictive/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/PassiveSubject/ObjectRevision – 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.
 | SubjunctiveBullet 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 |
| FictionMyths and Legends Cycle AAuthor 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
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**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 AAuthor 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 correctlyConsonant/vowel |
| Instructions – Cycle ANewspapers – 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 |
| FictionAdventure 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 – sApostrophes 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)HyphenExpanded noun phrases – revision |
| Explanation Texts | * Cohesive devices
* Use paragraphs to organise ideas
* Modal verbs
 | Formation of nouns using a range of prefixesRelative clauses |
| Recounts | * Use paragraphs to organise ideas
* Commas in lists
* Co-ordinating and subordinating conjunctions
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| Poetry – Form and style (including shape poems) | * Relate to theme and learn at least one poem by heart.
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**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 listsVocab: 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 formsVocab: 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 possessionVocab: apostrophe, suffix  |
| Spring Term |
|  | Teaching/Assessment Focus | Additional SPAG work |
| Information texts – Cycle ARecount – 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 wordsVocab: 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
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| 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)
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