



Pinfold Primary Overview of English Curriculum with NC and LCC learning Objectives and Key Skills

YEAR A						
Term	Autumn		Spring		Summer	
Whole school topic	Home sweet home		Survival & Exploration (Go with the flow KS2)		Animals (Save the Planets for KS2).	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Children will engage in a range of genres in line with the 'EYFS Curriculum Document' and KSI genres below. Please see 'Planning Section' for 'EYFS Development Matters' statements. This for the 4 Year Planning Overview</p>					
English Fiction & Non Fiction Coverage						
KSI	Repetitive patterned stories. Poems on a theme – London's Burning. Explanations texts	Traditional Tales with a Twist. Instructions.	Stories by the same Author (explorer based-space). Non Chronological Report.	Stories with Familiar setting – Farm based. Persuasion - visit to a farm. Riddles.	Stories on a theme – Animals. Explanations – Animal Habitats. Poems on a theme	Stories from other culture. Recount – Newspaper events Sports Day
KS2	Persuasion Myths/Legend(The story of Gelert)	Oliver Twist Narrative - Historical Settings Non chron reports Poetry - imagery	How to Train your Dragon (Cressida Cowell) Narrative – (novel as a theme) fantasy setting Discussion	Explanation Text (The Shirt machine) Recount (Tuesday David Wesiner) Poetry – The Magic Box (figurative language)	Persuasion Poetry – songs and lyrics Narrative – (The Great Kapok Tree).	Novel as a theme: Holes Recount - autobiography Poems with a structure
YEAR B						
Term	Autumn		Spring		Summer	



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Whole school topic	History of Britain		Hot and Cold World (Out of Africa for KS2)		Planets (Going for Gold for KS2).	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Fiction & Non-Fiction Coverage						
KS1	Repetitive patterned stories Poems on a theme – London’s Burning. Explanations texts	Stories with familiar settings Traditional rhymes - London Persuasion letter - camping/local park.	Stories by the Same Author Non-Chronological Reports – Animals. Poems on a Theme- Animals.	Traditional Tales Recounts Explanation- how to be healthy.	Classic stories Instructions Traditional rhymes	Fantasy Adventure story Classic poems Recount: letters
KS2	Dilemma stories Older Literature Recount - Autobiography	Historical fiction Recount Diary entry Poems on a theme	Contemporary fiction- Journey to J’Bourg (novel as a theme) Discussion Biography	Fables Instructional Text- how to make paper. Ballard poetry	Newspaper recount Myths Playscript	Contemporary fiction – Kensuke’s Kingdom (novel as a theme) Poetry: Haiku. Information text/hybrid
YEAR C						
Term	Autumn		Spring		Summer	
Whole school topic	All roads lead to Home (All Roads lead to Rome for KS2)		Survival		Out of this world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Fiction & Non Fiction Coverage						
KS1	Stories with familiar settings Non-	Traditional tales with a twist Instructions	Stories by the same author Non-chronological	Stories with familiar settings Persuasion	Story as a theme Explanations – Materials	Stories with fantasy settings Recounts



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	chronological report Poems on a theme.		reports	Riddles	Poems on a theme	Poems for learning by heart
KS2	Traditional tales Non chronological report	Legends: escape from Pompei Discussion Classic Narrative Poetry	Recount Playscripts/film Poetry – Imagery	Narrative fantasy Sky Song by Abi Elphinstone (novel as a theme) Explanation	Narrative adventure- song of the dolphin boy. Persuasion	Narrative science fiction – The Jamie Drake Equation Poetry – free verse. Information – magazine
YEAR D						
Term	Autumn		Spring		Summer	
Whole school topic	No Place Like Home (The Great Plague for KS2)		The Art of Food		Changes & More Changes (Rock and Roll for KS2)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Fiction & Non Fiction Coverage						
KS1	Traditional tales Recounts of Family Events	Repetitive patterned stories Poems on a theme Persuasion- Homes	Stories by the same author Non-chronological report- Information Poster on Food Poems on a theme-Food	Classic stories Instructions – To make a salad Traditional rhymes	Stories with familiar settings Non-chronological report Traditional rhymes	Animal adventure stories Classic poems Explanation-Science or D&T link.
KS2	Historical Fiction Non chronological – information	Narrative- Detective/Crime - Sherlock Holmes. Recount- news	Contemporary fiction; Charlie & Chocolate factory. Film and playscripts.	Instructional Poetry Stories from other cultures	Narrative- Stig of the Dump- Fantasy/Adventure	Contemporary fiction: The Pebble in my Pocket Explanation Poetry – Acrostic



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	booklet	report				
	Classic poetry	Folk tales				

PLANNING		
Characteristics of Effective Learning: This area will be taught by promoting these Characteristics of Effective Learning (CoEL) Playing and Exploring-engagement Active Learning- motivation Creating and thinking critically- thinking		
	READING	
	WORD READING	COMPREHENSION
Nursery/ EYFS Development Matters Birth to 3	<ul style="list-style-type: none"> •Understand the five key concepts about print: - print has meaning - print can have different purposes- we read English text from left to right and from top to bottom - the names of the different parts of a book- page sequencing •Develop their phonological awareness, so that they can: - spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary
Rec/ EYFS Development Matters	<ul style="list-style-type: none"> •Read book band texts in line with their developing phonic ability •Differentiate between text and illustration •Decode a number of regular words using phase 2 phonemes with build and blend strategy, and read aloud accurately •Read common irregular words from Phase 2 - the to I no go into •Know that, in English, print is read from left to right and top to bottom •Use decoding to read -using build and blend strategy – towards automatically reading known words •Read common words from Phase 3 - he she we me be was you they all are my her 	<ul style="list-style-type: none"> • Understand that print conveys meaning • Predict the storyline e.g. ending • Predict storyline and some vocabulary, aided by the illustrations • Retell narratives in the correct sequence, drawing on language patterns of stories • Respond to questions about who, what, where, when linked to text and illustrations • Sequence a simple story or event • Use gestures and actions to act out a story, event or rhyme from text or illustrations • Make predictions based on illustrations, story content and title • Respond to questions about how and why something is happening • Say what a character might be thinking, saying or feeling



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	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction (ELG)</p>
Year One - Six Reading		
Year Group	Word Reading	Comprehension
Y1	<ul style="list-style-type: none"> ▶ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u> ▶ <u>Apply phonic knowledge and skills as the route to decode words.</u> ▶ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u> ▶ <u>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</u> ▶ <u>Read accurately by blending sounds in unfamiliar words.</u> ▶ Read common exception words, noting tricky parts (see below). ▶ Read words containing –s, -es, -ing, -ed, -er, -est endings. ▶ Split two and three syllable words into the separate syllables to support blending for reading. ▶ Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. ▶ Develop fluency, accuracy and confidence by re-reading books. ▶ Read more challenging texts using phonics and common exception word recognition. 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▶ Relate texts to own experiences. ▶ Recognise and join in with language patterns and repetition. ▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▶ Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. ▶ Enjoy and recite rhymes and poems by heart. ▶ <u>Make personal reading choices and explain reasons for choices.</u> <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▶ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> ▶ <u>Check that texts make sense while reading and self-correct.</u> ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▶ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▶ Explain clearly their understanding of what is read to them. ▶ <u>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</u> ▶ <u>Identify and discuss the main events in stories.</u> ▶ <u>Identify and discuss the main characters in stories.</u>



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		<ul style="list-style-type: none"> ▶ <u>Recall specific information in fiction and non-fiction texts.</u> ▶ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i> ▶ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. ▶ Make basic inferences about what is being said and done. ▶ <u>Make predictions based on what has been read so far.</u> <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ <u>Listen to what others say.</u> ▶ Take turns.
Y2	<p>Same as Year 1 plus:</p> <ul style="list-style-type: none"> ▶ <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u> ▶ Re-read books to build up fluency and confidence in word reading. ▶ <u>Read frequently encountered words quickly and accurately without overt sounding and blending.</u> ▶ <u>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</u> ▶ <u>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i></u> ▶ Read longer and less familiar texts independently. ▶ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. ▶ Read further common exception words, noting tricky parts. ▶ Read words containing common suffixes e.g. <i>-ness, -ment, -ful,</i> 	<p>Same as Year 1 plus:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▶ Orally retell a wider range of stories, fairy tales and traditional tales. ▶ <u>Sequence and discuss the main events in stories and recounts.</u> ▶ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▶ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). ▶ Learn and recite a range of poems using appropriate intonation. ▶ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▶ Identify, discuss and collect favourite words and phrases. ▶ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. ▶ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> ▶ Uses tone and intonation when reading aloud. ▶ Activate prior knowledge and raise questions e.g. <i>What do we know? What do</i>



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	<p>-less -ly, -ing, -ed, -er, -est, -y.</p>	<p>we want to know? What have we learned?</p> <ul style="list-style-type: none"> ▶ <u>Check that texts make sense while reading and self-correct.</u> ▶ <u>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</u> ▶ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▶ <u>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</u> ▶ <u>Make predictions based on what has been read so far.</u> ▶ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i> ▶ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Participate in discussion about what is read to them, taking turns and listening to what others say. ▶ Make contributions in whole class and group discussion. ▶ Consider other points of view. ▶ Listen and respond to contributions from others.
Y3	<p>Same as above plus:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ly, -ous</i>. ▶ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) 	<p>Same as Year 2 plus:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</i> ▶ Regularly listen to whole novels read aloud by the teacher. ▶ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion.</i> ▶ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i> ▶ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i> ▶ Sequence and discuss the main events in stories. ▶ <u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales.</i></u> ▶ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and</i>



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		<p><i>foolish, mean and generous, rich and poor.</i></p> <ul style="list-style-type: none">▶ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i>▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>▶ Understanding the text</p> <ul style="list-style-type: none">▶ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.▶ Explain the meaning of unfamiliar words by using the context.▶ Use dictionaries to check meanings of words they have read.▶ <u>Use intonation, tone and volume when reading aloud.</u>▶ <u>Take note of punctuation when reading aloud.</u>▶ Discuss their understanding of the text.▶ <u>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></u>▶ <u>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</u>▶ Make predictions based on details stated.▶ <u>Justify responses to the text using the PE prompt (Point + Evidence).</u>▶ Discuss the purpose of paragraphs.▶ Identify a key idea in a paragraph.▶ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc. <p>▶ Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none">▶ <u>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</u>▶ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i>▶ Quickly appraise a text to evaluate usefulness.▶ Navigate texts in print and on screen.▶ Record information from a range of non-fiction texts. <p>▶ Participating in discussion</p> <ul style="list-style-type: none">▶ Participate in discussion about what is read to them and books they have read independently.▶ Develop and agree on rules for effective discussion.
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		<ul style="list-style-type: none"> ▶ Take turns and listen to what others say. ▶ <u>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</u>
Y4	<p>Same as Year 3 plus:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-super-</i>, <i>anti-</i>, <i>auto-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. ▶ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list). 	<p>Same as year 3 plus:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> ▶ Regularly listen to whole novels read aloud by the teacher. ▶ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▶ Learn a range of poems by heart and rehearse for performance. ▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▶ Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text</p> <ul style="list-style-type: none"> ▶ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i> ▶ <u>Explain the meaning of key vocabulary within the context of the text.</u> ▶ Use dictionaries to check meanings of words in the texts that they read. ▶ <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u> ▶ Make predictions based on information stated and implied. ▶ <u>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</u> ▶ Justify responses to the text using the PE prompt (Point + Evidence). ▶ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> ▶ <u>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</u> ▶ <u>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></u> ▶ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▶ Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i>



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		<p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▶ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▶ <u>Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</u> ▶ Record information from a range of non-fiction texts. ▶ <u>Scan for dates, numbers and names.</u> ▶ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> ▶ Explain how paragraphs are used to order or build up ideas, and how they are linked.
Y5	<p>Same as year 4 plus:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Apply knowledge of prefixes to understand meaning of new words, e.g. <i>dis-, re-, pre-, mis-, over-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</i> ▶ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list). 	<p>Same as Year 4 plus:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▶ Explore themes within and across texts e.g. <i>loss, heroism, friendship.</i> ▶ Make comparisons within a text e.g. characters' viewpoints of same events. ▶ Recommend books to their peers with reasons for choices. ▶ Read books and texts that are structured in different ways for a range of purposes. ▶ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▶ Learn a wider range of poems by heart. ▶ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▶ Explain the meaning of words within the context of the text. ▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▶ <u>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</u> ▶ <u>Demonstrate active reading strategies e.g. generating questions to refine thinking.</u>



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		<p><u>noting thoughts in a reading journal.</u></p> <ul style="list-style-type: none"> ▶ <u>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</u> ▶ Predict what might happen from information stated and implied. ▶ <u>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</u> ▶ <u>Scan for key words and text mark to locate key information.</u> ▶ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▶ <u>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</u> ▶ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i> ▶ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i> <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none"> ▶ <u>Explore, recognise and use the terms metaphor, simile, imagery.</u> ▶ Explain the effect on the reader of the authors' choice of language. ▶ Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> ▶ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. ▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▶ Prepare formal presentations individually or in groups. ▶ Use notes to support presentation of information. ▶ Respond to questions generated by a presentation. ▶ Participate in debates on an issue related to reading (fiction or non-fiction).
Y6	<p>Same as Year 5 plus:-</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>. ▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful,</i> 	<p>Same as year 5 plus:-</p> <p>Maintaining positive attitudes to reading.</p> <ul style="list-style-type: none"> ▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. ▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▶ Independently read longer texts with sustained stamina and interest.



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re+engage+ment.

- ▶ Use suffixes to understand meanings e.g. *-cious, -tious, -tial, -cial.*
- ▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).
- ▶ Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin.*

- ▶ Recommend books to their peers with detailed reasons for their opinions.
- ▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- ▶ Learn a wider range of poems by heart.
- ▶ Prepare poems and play scripts to read aloud and perform using dramatic effects.

Understanding texts they read independently and those which are read to them

- ▶ Explain the meaning of new vocabulary within the context of the text.
- ▶ Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
- ▶ Use a reading journal to record on-going reflections and responses to personal reading.
- ▶ Explore texts in groups and deepen comprehension through discussion.
- ▶ Provide reasoned justifications for their views.
- ▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation.
- ▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation.
- ▶ Predict what might happen from information stated and implied.
- ▶ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- ▶ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*.
- ▶ Compare characters within and across texts.
- ▶ Compare texts written in different periods.
- ▶ Recognise themes within and across texts e.g. *hope, peace, fortune, survival.*
- ▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
- ▶ Skim for gist.
- ▶ Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.*
- ▶ Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- ▶ Retrieve, record, make notes and present information from non-fiction,



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		<p><u>including texts used in other subjects.</u></p> <ul style="list-style-type: none"> ▶ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i> ▶ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i> <p>Evaluating the impact of the author’s use of language</p> <ul style="list-style-type: none"> ▶ Explore, recognise and use the terms personification, analogy, style and effect. ▶ <u>Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques.</u> <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> ▶ Participate in discussions about books, building on their own and others’ ideas and challenging views courteously. ▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▶ Prepare formal presentations individually or in groups. ▶ Use notes to support presentation of information.
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PLANNING

Characteristics of Effective Learning: This area will be taught by promoting these Characteristics of Effective Learning (CoEL)

Playing and Exploring-engagement

Active Learning- motivation

Creating and thinking critically- thinking

WRITING			
	Vocabulary, Grammar & Punctuation	Composition	Spelling & Handwriting
Nursery/ EYFS Development Matters Birth to 3	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Recognise words with the same initial sound, such as money and mother and orally rehearse this • Enjoy listening to longer stories and can remember much of what happens and use these to influence storytelling and roleplay • Show awareness of how stories build 	<ul style="list-style-type: none"> • Write some or all of their name. Write some letters accurately. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. • Show a preference for a dominant hand. • Use a comfortable grip with good control when holding pens and pencils.
Rec/EYFS	Vocabulary, Grammar & Punctuation	Composition	Spelling & Handwriting



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<p>Development matters 3-4Years Reception</p>	<ul style="list-style-type: none">• Identify new vocabulary before planning writing activities, e.g. changes in materials: 'dissolving', drying' and 'evaporating.'• Think out loud, ask questions to check understanding; answer who, where and when questions before moving on to why and 'how do you know' questions.• Use new vocabulary through the day and repeat in different contexts, repeat this to show understanding, begin to use this in oral sentence building.• Uses language to imagine and recreate roles and experiences in play situations which can influence planning for writing.• Use talk to organise and sequence ideas, feelings and events.• Use talk to clarify thinking.• Show awareness of listeners' needs when communicating.• Use past, present and future forms when discussing events and experiences.• Develop own narratives by connecting ideas or events.• Show awareness of the listener (audience) by making changes to language and non-verbal features• Use a range of vocabulary to add information, express ideas and explain actions or events.• Justify ideas and experiences.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Write a simple phrase with finger spaces that can be read back by themselves. <p>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Express their ideas and feelings about their</p>	<ul style="list-style-type: none">• Orally compose a sentence and hold it in memory before attempting to write it.• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.• Write a simple phrase with finger spaces that can be read back by themselves.• Write simple sentences using finger spaces that can be read by themselves and others.• Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus.• Re-read what they have written to check that it makes sense. <p>ELG: Write simple phrases and sentences that can be read by others.</p>	<ul style="list-style-type: none">• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.• Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes e.g. it, mop, bell.• Make phonetically plausible attempts when writing more complex words.• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Spell tricky words the, to, I, no, go independently.• Write own name.• Write left to right and top to bottom. <p>ELG: Write recognisable letters, most of which are correctly formed.</p> <p>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>ELG: Hold a pencil effectively in preparation</p>
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	experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.		
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Year One - Six Writing				
Year Group	Composition		Transcription	
	Vocabulary, Grammar, and Punctuation	Composition	Spelling	Handwriting
Y1	<ul style="list-style-type: none"> ▶ <u>Say, and hold in memory whilst writing, simple sentences which make sense.</u> ▶ <u>Write simple sentences that can be read by themselves and others.</u> ▶ <u>Separate words with spaces.</u> ▶ <u>Use punctuation to demarcate simple sentences (capital letters and full stops).</u> ▶ Use capital letter for the personal pronoun <i>I</i>. ▶ Use capital letters for names of people, places and days of the week. ▶ Identify and use question marks and exclamation marks. ▶ Use the joining word <i>and</i> to link words and clauses. ▶ Extend range of joining 	<p>Planning</p> <ul style="list-style-type: none"> ▶ Orally plan and rehearse ideas. ▶ <u>Sequence ideas and events in narrative.</u> ▶ Sequence ideas and events in non-fiction. ▶ Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ <u>Orally compose every sentence before writing.</u> ▶ <u>Re-read every sentence to check it makes sense.</u> ▶ Compose and sequence their own sentences to write short narratives. ▶ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions.</i> ▶ Use formulaic phrases to open and close texts. ▶ Write in different forms with simple 	<ul style="list-style-type: none"> ▶ <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u> ▶ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back.</i> ▶ Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think.</i> ▶ Divide words into syllables, e.g. <i>pocket.</i> ▶ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch.</i> ▶ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give.</i> ▶ Add s and es to words, e.g. <i>thanks, catches.</i> ▶ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. ▶ Add -er and -est to adjectives 	<ul style="list-style-type: none"> ▶ Sit correctly at a table and hold a pencil correctly. ▶ <u>Hold a pencil with an effective grip.</u> ▶ <u>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</u> ▶ Form digits 0-9 correctly. ▶ Practise forming letters in handwriting families: <ul style="list-style-type: none"> - ‘Long ladders’ – i, j, l, t, u, - ‘One armed robots’ – b, h, m, n p, r - ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ▶ Have clear ascenders (‘tall letters’) and descenders (‘tails’). ▶ Form capital letters correctly.



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	<p>words to link words and clauses using <i>but</i> and <i>or</i>.</p> <ul style="list-style-type: none"> ▶ Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ▶ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ▶ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<p>text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</p> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> ▶ <u>Read aloud their writing audibly to adults and peers.</u> 	<p>where no change is needed to the root word.</p> <ul style="list-style-type: none"> ▶ Spell words with vowel digraphs. ▶ Spell words with vowel trigraphs. ▶ Spell words ending -y (/i:/ or /I/), e.g. <i>happy</i>. ▶ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. ▶ Spell words using k for the /k/ sound, e.g. <i>Kent</i>. ▶ Add the prefix -un. ▶ Spell compound words, e.g. <i>farmyard, bedroom</i>. ▶ Spell common exception words (see below). ▶ Spell days of the week. ▶ <u>Name the letters of the alphabet in order.</u> ▶ <u>Use letter names to distinguish between alternative spellings of the same sound.</u> ▶ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
Y2	<p>Same as Year 1 plus:</p> <ul style="list-style-type: none"> ▶ <u>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</u> ▶ Use sentences with different forms: statement, question, command, exclamation. 	<p>Same as year 1 plus:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Orally rehearse each sentence prior to writing. ▶ Develop a positive attitude to writing. ▶ <u>Develop stamina for writing in order to write at length.</u> 	<p>Same as Year 1 plus</p> <ul style="list-style-type: none"> ▶ <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> ▶ Learn new ways of spelling phonemes for which one or more spellings are already known. ▶ <u>Learn to spell common exception words (see below).</u> 	<p>Same as Year 1 plus</p> <ul style="list-style-type: none"> ▶ Form lower-case letters of the correct size relative to one another. ▶ Orientate capital letters correctly. ▶ Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>. ▶ Write capital letters and digits



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	<ul style="list-style-type: none"> ▶ Secure the use of full stops, capital letters, exclamation marks and question marks. ▶ Use commas to separate items in a list. ▶ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> ▶ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> ▶ <u>Use subordination for time using <i>when, before and after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></u> ▶ <u>Use subordination for reason using <i>because and if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></u> ▶ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> ▶ Select, generate and effectively use verbs. ▶ Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. 	<ul style="list-style-type: none"> ▶ Write about real and fictional events. ▶ Write simple poems based on models. ▶ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▶ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Edit and improve own writing in relation to audience and purpose. ▶ <u>Evaluate their writing with adults and peers.</u> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▶ Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop.</i> <p>Performing</p> <p>Read aloud their writing with intonation to make the meaning clear.</p>	<ul style="list-style-type: none"> ▶ Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> ▶ Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> ▶ To spell correctly, distinguish between homophones (e.g. <i>here and hear; sea and see; bear and bare; night and knight</i>) and near-homophones (e.g. <i>quite and quiet; one and won; are and our</i>). ▶ Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> ▶ Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> ▶ Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> ▶ Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> ▶ Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i> <p>Spell words with:</p> <ul style="list-style-type: none"> - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i> - the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i> - the /l/ or /əɫ/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i> - the /l/ or /əɫ/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i> - the /l/ or /əɫ/ sound spelt <i>-al</i> at 	<p>of the correct size relative to one another and to lower case letters.</p> <ul style="list-style-type: none"> ▶ 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. ▶ Use spacing between words which reflects the size of the letters.
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	<ul style="list-style-type: none"> ▶ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▶ Use present tense for non-chronological reports and persuasive adverts. ▶ Select, generate and effectively use nouns. ▶ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▶ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▶ Select, generate and effectively use adjectives. ▶ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▶ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▶ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▶ Select, generate and effectively use adverbs. ▶ Use suffix <i>ly</i> to turn adjectives into adverbs 		<ul style="list-style-type: none"> - the end of words, e.g. <i>pedal, capital</i>. - the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>. - the <i>/aɪ/</i> sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>. - The <i>/ɔ:/</i> sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i>. - The <i>/ʌ/</i> sound spelt <i>o</i>, e.g. <i>mother, Monday</i>. - The <i>/i:/</i> sound spelt <i>-ey</i>, e.g. <i>key, donkey</i>. - The <i>/ɒ/</i> sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i>. - The <i>/ɜ:/</i> sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i>. - The <i>/ɔ:/</i> sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i>. - The <i>/ʒ/</i> sound spelt <i>s</i>, e.g. <i>television, usual</i>. ▶ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>. ▶ Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>. ▶ Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▶ Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▶ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i> ▶ Write from memory simple 	
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	e.g. <i>slowly, gently, carefully.</i>		sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	
Y3	<p>Same as Year 2 plus:</p> <ul style="list-style-type: none"> ▶ Identify clauses in sentences. ▶ Explore and identify main and subordinate clauses in complex sentences. ▶ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if, because, although, while, since, until, before, after, so.</i> ▶ Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> ▶ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> ▶ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> ▶ Use inverted commas to punctuate direct speech (speech marks). ▶ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed 	<p>Same as Year 2 plus:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ <u>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up.</i></u> <p>Drafting and writing</p> <ul style="list-style-type: none"> ▶ Create and develop settings for narrative. ▶ Create and develop characters for narrative. ▶ Improvise, create and write dialogue. ▶ Create and develop plots based on a model. ▶ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▶ Use different sentence structures (see VGP). ▶ <u>Group related material into paragraphs.</u> ▶ <u>Use headings and sub headings to organise information.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation in</u> 	<p>Same as Year 2 plus:</p> <ul style="list-style-type: none"> ▶ Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous,</i> and understand how to add them. ▶ Add suffixes beginning with vowel letters to words of more than one syllable. ▶ Spell homophones and near homophones. ▶ Spell words containing the /ʌ/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i> ▶ Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure.</i> ▶ Spell words with endings sounding like <i>or /tʃə/</i>, e.g. <i>creature, furniture, adventure.</i> ▶ Spell words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> ▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> ▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> ▶ <u>Use the first two letters of a word to check its spelling in a dictionary.</u> ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Same as Year plus:</p> <ul style="list-style-type: none"> ▶ <u>Form and use the four basic handwriting joins.</u> ▶ <u>Write legibly.</u>



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	<p>action e.g. <i>He <u>has gone</u> out to play</i> (present perfect) instead of <i>he <u>went</u> out to play</i> (simple past).</p> <ul style="list-style-type: none"> ▶ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. ▶ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. ▶ Explore and collect nouns with prefixes <i>super, anti, auto</i>. 	<p>own and others' writing.</p> <ul style="list-style-type: none"> ▶ Discuss and propose changes with partners and in small groups. ▶ Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> ▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list). 	
Y4	<p>Same as Year 3 plus:</p> <ul style="list-style-type: none"> ▶ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ▶ <u>Use commas to mark clauses in complex sentences.</u> ▶ <u>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></u> ▶ <u>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></u> ▶ Use commas after fronted adverbials. ▶ Identify, select and use 	<p>Same as year 3 plus:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ <u>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></u> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▶ Plan and write an opening paragraph which combines setting and character/s. ▶ Improvise and compose dialogue, 	<p>Same as Year 3 plus:</p> <ul style="list-style-type: none"> ▶ Use further prefixes, e.g. <i>in-, im-, ir-, sub-, inter-, super-, anti-, auto-</i>. ▶ Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian</i>. ▶ Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>. ▶ Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme, chorus</i>. ▶ Identify and spell words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef, chalet, machine</i>. ▶ Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue, antique</i>. 	<p>Same as Year 3 plus:</p> <ul style="list-style-type: none"> ▶ Use a joined style throughout their independent writing. ▶ <u>Write with consistency in size and proportion of letters. e.g. <i>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.</i></u>



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	<p>determiners including:</p> <ul style="list-style-type: none"> - articles: <i>a/an, the</i> - demonstratives : <i>this/that, these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> <ul style="list-style-type: none"> ▶ <u>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i></u> ▶ Identify, select and effectively use pronouns. ▶ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. ▶ <u>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>.</u> ▶ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. ▶ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. 	<p>demonstrating their understanding of Standard and non-Standard English.</p> <ul style="list-style-type: none"> ▶ Generate and select from vocabulary banks e.g. adverbial phrases, <i>technical language, persuasive phrases, alliteration</i>. ▶ Use different sentence structures (see VGP). ▶ <u>Use paragraphs to organise writing in fiction and non-fiction texts.</u> ▶ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>. ▶ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▶ Discuss and propose changes to own and others' writing with partners/small groups. ▶ Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<ul style="list-style-type: none"> ▶ Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science, scene</i>. ▶ Understand how diminutives are formed using e.g. suffix - <i>ette</i> and prefix <i>mini-</i>. ▶ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate = pollinate</i> (verb). ▶ The /I/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>. ▶ <u>Use the first three letters of a word to check its spelling in a dictionary.</u> ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▶ Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). ▶ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list). 	
Y5	<p>Same as Year 4 plus:</p> <ul style="list-style-type: none"> ▶ <u>Create complex sentences by using relative clauses</u> 	<p>Same as Year 4 plus:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify the audience and purpose. 	<p>Same as Year 4 plus:</p> <ul style="list-style-type: none"> ▶ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. 	<p>Same as Year 4 plus:</p> <ul style="list-style-type: none"> ▶ Write fluently using a joined style as appropriate for



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	<p><u>with relative pronouns who, which, where, whose, when, that</u> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></p> <ul style="list-style-type: none"> ▶ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> ▶ Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> ▶ Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> ▶ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> ▶ Delineate complex sentences using commas in order to clarify meaning. ▶ Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' 	<ul style="list-style-type: none"> ▶ Select the appropriate language and structures. ▶ Use similar writing models. ▶ Note and develop ideas. ▶ Draw on reading and research. ▶ Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Select <i>appropriate</i> structure, vocabulary and grammar. ▶ Blend action, dialogue and description within and across paragraphs. ▶ <u>Use different sentence structures with increasing control (see VGP).</u> ▶ Use devices to build cohesion (see VGP). ▶ <u>Use organisation and presentational devices e.g. underlining, bullet points, headings.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▶ <u>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</u> ▶ Ensure consistent and correct use of tense throughout a piece of writing. ▶ Ensure consistent subject and verb agreement. ▶ Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation and volume. ▶ Add movement. ▶ Ensure meaning is clear. 	<ul style="list-style-type: none"> ▶ Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i> ▶ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. ▶ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. ▶ Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i> ▶ Recognise and spell words containing the letter-string <i>ough</i>. ▶ To recognise and spell the suffixes <i>-al, -ary, -ic.</i> ▶ To spell further suffixes, e.g. <i>ll</i> in <i>full becoming l.</i> ▶ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i> ▶ To spell unstressed vowels in polysyllabic words. ▶ Develop self-checking and proof reading strategies. ▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▶ <u>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</u> ▶ <u>Use a thesaurus.</u> ▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) 	<p>independent writing.</p> <ul style="list-style-type: none"> ▶ <u>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</u>
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	<ul style="list-style-type: none"> ▶ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> ▶ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i> ▶ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> ▶ <u>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</u> 			
Y6	<p>Same as Year 5 plus:</p> <ul style="list-style-type: none"> ▶ <u>Manipulate sentences to create particular effects.</u> ▶ <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></u> ▶ <u>Use devices to build cohesion between paragraphs in narrative e.g.</u> 	<p>Same as year 5 plus:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify audience and purpose. ▶ Choose appropriate text-form and type for all writing. ▶ <u>Select the appropriate structure, vocabulary and grammar.</u> ▶ Draw on similar writing models, reading and research. ▶ Compare how authors develop characters and settings (in books, films and performances). ▶ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Select appropriate vocabulary and 	<p>Same as Year 5 plus:</p> <ul style="list-style-type: none"> ▶ Recognise and spell endings which sound like /ʃəs/, spelt –cious or –tious. ▶ Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial.</i> ▶ Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. <i>referring, reference.</i> ▶ Investigate use of the hyphen. ▶ Investigate and use further prefixes, e.g. <i>bi- trans- tele- circum-.</i> ▶ Distinguish between homophones and other words that are often confused. 	<p>Same as Year 5 plus:</p> <p>As above and:</p> <ul style="list-style-type: none"> ▶ Write, using a joined style, with increasing speed. <p>Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></p>



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	<p><u>adverbials such as: in the meantime, meanwhile, in due course, until then.</u></p> <ul style="list-style-type: none"> ▶ Use ellipsis to link ideas between paragraphs. ▶ Use repetition of a word or phrase to link ideas between paragraphs. ▶ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> ▶ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> ▶ Identify the subject and object of a sentence. ▶ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> ▶ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I <u>had eaten</u> lunch when you came (past perfect); She <u>has eaten</u> lunch already or I <u>have eaten</u> lunch already (present perfect); I <u>will have eaten</u> lunch by then (future</i> 	<p>language effects, appropriate to task, audience and purpose, for precision and impact.</p> <ul style="list-style-type: none"> ▶ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). ▶ <u>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></u> ▶ Consciously control the use of different sentence structures for effect. ▶ Use a wide range of devices to build cohesion within and across paragraphs. ▶ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> <p>Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></p>	<ul style="list-style-type: none"> ▶ Identify root words, derivations and spelling patterns as a support for spelling. ▶ Be secure with all spelling rules previously taught. ▶ Use a number of different strategies interactively in order to spell correctly. ▶ <u>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</u> ▶ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) 	
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	<p><i>perfect</i>).</p> <ul style="list-style-type: none">▶ Punctuate bullet points consistently.▶ Identify and use colons to introduce a list.			
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