

# English Long Term Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Nursery</b></p> <p>(PLEASE NOTE - All themes, teaching and focus books are subject to change and adaptation depending on the needs and interests of the children.)</p>	<p><b>What makes me special?</b></p> <p><b>Core Books:-</b></p> <p>Spot goes to school Little Owls first day at school We are all different (Twinkl Original) The Owl Babies The Colour Monster</p> <p><b>CAL</b></p> <p>Developing an understanding of what objects are used for. - Finding an object around the classroom when I am asked. -sharing my needs with my friends and teachers. - To talk about myself and my family.</p> <p>- Let's learn a new word- Vocabulary linked to Theme. - Let's talk about a book – talk time/circle time - To extend a sentence. - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm</p>	<p><b>What do I celebrate?</b></p> <p>Core Books - - Autumn (and Halloween) -Sparks in the Sky (Bonfire Night) - Dipal's Diwali - (Armistice Day/Children in Need) - Kippers Birthday - Hetty's Hannukah - Kippers Christmas Eve - A Festive Feast</p> <p><b>CAL</b></p> <p>- Circle time – I have a voice - My Likes and dislikes - Celebrations -Listen and Do - Following instructions with two parts - What is a question? - I can talk about what I see, hear and smell - Learn and sing new songs.</p> <p>- Let's learn a new word- Vocabulary linked to Theme. - To extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - To extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm</p>	<p><b>Can you tell me a tale?</b></p> <p>Core Books - - The Gingerbread Man - Goldilocks and the Three Bears - The Three Little Pigs - My first Chinese New Year (Chinese New Year) - Little Red Riding Hood - The Little Red Hen</p> <p><b>CAL</b></p> <p>- I can talk about a story -Recall key events - I can join in with repeated lines. - Learn and sing new songs. -Listen and Do - Following instructions with two parts.</p> <p>- Let's learn a new word- Vocabulary linked to Theme. - To extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm</p>	<p><b>What do you see on the Farm?</b></p> <p>Core Books - - Jasper's Beanstalk - Oliver's Vegetables - The Growing Story - Farmyard Hullabaloo - Wake up time on bumble farm - The Very Hungry Caterpillar - The Most Exciting Eid - Easter (were going on an egg hunt)</p> <p><b>CAL</b></p> <p>- To talk about change - To about the properties of materials – similarities / differences - Asking questions to find out more. - Where can we get information from? -Listen and Do - Following instructions with two parts.</p> <p>- Let's learn a new word- Vocabulary linked to Theme. - To extend a sentence. - Let's talk about a book – talk time/circle time - I can listen to and answer questions – why? - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm</p>	<p><b>Who are our helping heroes?</b></p> <p>Core Books- - Topsy and Tim go to the Dentist - Charlie the Fire Fighter (twinkl original) - Busy People - Doctor - Busy People - Police Officer - Maisy goes to Hospital</p> <p><b>CAL</b></p> <p>- Listen and Share - Listening and attention – listening to class visitors for a longer length of time. - Question time - I can ask questions to others. - Let's talk about a book – talk time/circle time - I can chat, taking turns with a friend. -Listen and Do - Following instructions with more than two parts.</p> <p>- Let's learn a new word- Vocabulary linked to Theme. - Let's talk about a book – talk time/circle time - To extend a sentence. - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm</p>	<p><b>Where shall we sail?</b></p> <p>Books Covering – - Pirates Love Underpants - Around the world with Max and Lemon - Commotion in the Ocean - Whatever Next - (International Week) Good Night England - Emma Jane's Aeroplane</p> <p><b>CAL</b></p> <p>- I can say a rhyme Sea shanties Talk like a pirate</p> <p>- I can talk to others about my own thoughts and ideas, even if they are different to others. - Sharing Talk with my class - Special times for families Sharing holiday news Tapestry times - I can talk about what I have heard in a story. - I can chat, taking turns with a friend. - I can follow instructions after listening to them. - Let's learn a new word- Vocabulary linked to Theme. - Vocabulary introduced to extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm</p>

	<p><b>L</b></p> <ul style="list-style-type: none"> <li>- Self-portraits – What do I look like?</li> <li>- Who is special to me?</li> <li>- Who lives in my house?</li> <li>- Getting to know my school routine.</li> <li>- What is a book?</li> <li>- Caring for a book.</li> <li>- “I’m here” Self-registration.</li> <li>- Begins to talk about their marks- my marks have meaning.</li> <li>- What do the letters of my name look like?</li> </ul> <p>- Little Wandle Foundation phonics (see LW breakdown for overview)</p> <p><b>PD</b></p> <p>Moulding materials - playdough owls? Gross Motor Mark Making - Streamers – elephants have wrinkles.</p>	<p><b>L</b></p> <ul style="list-style-type: none"> <li>- Logos and writing around me- Logos, print has meaning</li> <li>- I can make marks - Letters to Santa</li> <li>- Name writing</li> <li>- Caring for a book.</li> <li>- What did the story tell us? – Talking about a book.</li> <li>- my marks have meaning - Begins to talk about their marks.</li> <li>- What do the letters of my name look like? – begins to trace/form letters from name.</li> </ul> <p>- Little Wandle Foundation phonics (see LW breakdown for overview)</p> <p><b>PD</b></p> <p>Gross motor mark making – large mark making, colour mixing, streamers, fireworks in the sky.</p>	<p><b>L</b></p> <ul style="list-style-type: none"> <li>- Begins to talk about the parts of a story - beginning, middle and end.</li> <li>- Who is in the story? - Characters</li> <li>- Repeated lines</li> <li>- The parts of a book – spine, front cover, back cover, pages</li> <li>- Begins to notice and spot rhymes</li> <li>- my marks have meaning - Begins to talk about their marks.</li> <li>- What do the letters of my name look like? – begins to trace/form letters from name.</li> </ul> <p>- Little Wandle Foundation phonics (see LW breakdown for overview)</p> <p><b>PD</b></p> <p>I can mark make – developing a comfortable grip.</p>	<p><b>L</b></p> <ul style="list-style-type: none"> <li>- Begins to talk about the parts of a story - beginning, middle and end.</li> <li>- The parts of a book – spine, front cover, back cover, pages, page numbers.</li> <li>- I can sequence the book – Order a simple life cycle (beginning and end)</li> <li>- I can draw a part of the story.</li> <li>- Where can we collect new information from?</li> <li>- My name looks like this – writing letters from my name.</li> </ul> <p>- Little Wandle Foundation phonics (see LW breakdown for overview)</p> <p><b>PD</b></p> <p>I can hold my mark making tools with a comfortable grip and developing control.</p>	<p><b>L</b></p> <ul style="list-style-type: none"> <li>- Let’s talk about the parts of a book.</li> <li>- Let’s talk about what happens in a familiar book- Who are our helping heroes? What do they do?</li> <li>Who else is a helping hero?</li> <li>- My marks have meaning/ Marking letters from around me- Writing a thank you letter to a helping hero. Write an information book about a helping hero.</li> <li>- Where can we collect new information from?</li> <li>- My name looks like this – writing letters from my name.</li> </ul> <p>- Little Wandle Foundation phonics (see LW breakdown for overview)</p> <p><b>PD</b></p> <p>I can hold my mark making tools with a comfortable grip and developing control.</p>	<p><b>L</b></p> <ul style="list-style-type: none"> <li>- Let’s talk about the parts of a book.</li> <li>- Let’s talk about what happens in a familiar book.</li> <li>- Where can we collect new information from? – Using pictures form a book to answer questions.</li> <li>- My marks have meaning/ Marking letters from around me- Writing messages in a bottle. Pirate maps. Writing a holiday packing list. Writing a holiday shopping list. What will we need for a beach picnic?</li> <li>Work to my new teacher.</li> <li>- My name looks like this – writing letters from my name accurately.</li> </ul> <p>- Little Wandle Foundation phonics (see LW breakdown for overview)</p> <p><b>PD</b></p> <p>I can hold my mark making tools with a comfortable grip and control.</p>
<b>Reception</b>	<p><b>Can I play? (Making Friends)</b></p> <p><b>Book – the Something</b></p> <p><b>Narrative: A friendship &amp; Animal Theme</b></p> <p><b>CAL</b></p> <p>Be able to express a point of view Express ideas and feelings Wellcomm</p> <p><b>L</b></p> <p>Little Wandle Letters and Sounds Phase 2</p>	<p><b>Can you see a star?</b></p> <p><b>Book – Star in a Jar</b></p> <p><b>Narrative: A Star Theme</b></p> <p><b>CAL</b></p> <p>Listen and respond to stories Make comments about what they have heard</p> <p>Retell stories through small world and role play</p> <p>WellComm</p> <p><b>L</b></p>	<p><b>Which Super hero are you?</b></p> <p><b>Book – Juniper Jupiter</b></p> <p><b>Narrative: A superhero theme.</b></p> <p><b>CAL</b></p> <p>Acquire and use new vocabulary Wellcomm</p> <p><b>L</b></p> <p>Little Wandle Letters and Sounds Phase 2/3</p> <p>Initial sounds and CVC labels (extend to captions)</p>	<p><b>Tell me a story?</b></p> <p><b>Book – Little Red</b></p> <p><b>Narrative: A traditional tale</b></p> <p><b>CAL</b></p> <p>Respond to non-fiction texts and stories Ask questions and respond appropriately</p> <p>Wellcomm</p> <p><b>L</b></p>	<p><b>Are Minibeasts like me? Are Plants Alive?</b></p> <p><b>Book – The Extraordinary Gardner</b></p> <p><b>Narrative – A plant Growing Theme.</b></p> <p><b>CAL</b></p> <p>Offer explanations for why things happen</p> <p>Ask questions and respond appropriately</p>	<p><b>What washed up on the beach after a storm?</b></p> <p><b>Book – The Storm Whale</b></p> <p><b>Narrative – A Seaside Them</b></p> <p><b>CAL</b></p> <p>Offer explanations and responses to stories and experiences</p> <p>Speak audibly and in full sentences</p>

	<p>Initial sounds Name writing Listen to stories and retell</p> <p><b>PD</b></p> <p>Fine motor- pencil control</p> <p>I</p>	<p>Little Wandle Letters and Sounds Phase 2</p> <p>Writing initial sounds and basic CVC labels</p> <p>Describe events in familiar stories and predict events (join in)</p> <p><b>PD</b></p> <p>Fine motor- pencil control Letter formation</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Draw vocabulary and knowledge from non fiction books and stories</p> <p><b>PD</b></p> <p>Fine motor- pencil control Letter formation</p>	<p>Little Wandle Letters and Sounds Phase 3</p> <p>Labels and captions</p> <p>Short sentences- finger spaces, full stops and capital letters</p> <p>Draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts</p> <p><b>PD</b></p> <p>Fine motor- pencil control Letter formation</p> <p>Use a range of small tools effectively</p>	<p>Use and understand new vocabulary from stories, poems and non-fiction</p> <p>Discuss what they know/ have found out</p> <p>Wellcomm</p> <p><b>L</b></p> <p>Little Wandle Letters and Sounds Phase 3/4 phonics</p> <p>Captions and sentences Sequence and retell stories</p> <p>Use and understand new vocabulary from stories, poems and non-fiction</p> <p>Discuss what they know/ have found out.</p> <p>Sequence and retell stories</p> <p><b>PD</b></p> <p>Use a range of small tools effectively</p>	<p>Use and understand new vocabulary from songs and stories</p> <p>Adapt narratives</p> <p>Wellcomm</p> <p><b>L</b></p> <p>Little Wandle Letters and Sounds Phase 4 phonics</p> <p>Sentences- finger spaces, caps letter, full stops</p> <p>Sequence and retell stories</p> <p>Use and understand new vocabulary from songs and stories</p> <p>Adapt narratives</p> <p><b>PD</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>
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<p><b>Grammar</b></p> <p><b>Text</b></p>	<p>Build on previous year &amp; focus on: Sequencing sentences to form short narratives</p>	<p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>
<p><b>Grammar</b></p> <p><b>Punctuation</b></p>	<p>Build on previous year &amp; focus on: Separation of words with spaces Capital letters Full Stops</p>	<p>Build on previous year &amp; focus on: Separation of words with spaces Capital letters Full Stops</p>	<p>Build on previous year &amp; focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark</p>	<p>Build on previous year &amp; focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p>Build on previous year &amp; focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	<p>Build on previous year &amp; focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark</p>
<p><b>Terminology for Pupils</b></p>	<p>letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation</p>					
<p><b>Year 2</b></p>	<p>Autumn 1a</p> <p><b>Book:</b> A River</p> <p><b>Narrative:</b> Circular Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Autumn 2b</p> <p><b>Book:</b> The Night Gardener</p> <p><b>Narrative:</b> Setting Description</p> <p><b>Purpose:</b> To Narrate</p>	<p>Spring 1a</p> <p><b>Book:</b> The Bog Baby</p> <p><b>Narrative:</b> Finding Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Spring 2b</p> <p><b>Book:</b> Grandads Island</p> <p><b>Narrative:</b> Return Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Summer 1a</p> <p><b>Book:</b> The king Who Banned the Dark</p> <p><b>Non Fiction:</b> Persuasive Letter</p> <p><b>Purpose:</b> To Persuade</p>	<p>Summer 2a</p> <p><b>Book:</b> Rosie Revere</p> <p><b>Narrative:</b> Invention Narrative</p> <p><b>Purpose:</b> To Narrate</p>

Grammar  
Word

Autumn 1b	Autumn 2b	Spring 1a	Spring 2b	Summer 2b	Summer 2b
<b>Book: A River</b>	<b>Book: The Night Gardener</b>	<b>Book: The Bog Baby</b>	<b>Book: Grandads Island</b>	<b>Book: The King Who Banned the Dark</b>	<b>Book: Rosie Revere</b>
<b>Recount:</b> Letter	<b>Recount:</b> Diary	<b>Instructions: How to Build A Habitat</b>	<b>Information:</b> Jungle Animals	<b>Narrative:</b> Banning Narrative	<b>Explanation:</b> How a Machine Works
<b>Purpose:</b> To inform	<b>Purpose:</b> To recount	<b>Purpose:</b> To instruct	<b>Purpose:</b> To inform	<b>Purpose:</b> To Narrate	<b>Purpose:</b> To Explain
Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: Use of the suffix -ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Use of the suffix -ly to turn adjectives into adverbs Formation of adjectives using suffixes e.g. -ful, -less	Use of the suffix -ly to turn adjectives into adverbs Formation of adjectives using suffixes e.g. -ful, -less Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. -ness, -er Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs

Grammar

Sentence

<p>Build on previous year &amp; focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command</p>	<p>Build on previous units &amp; focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification</p>	<p>Build on previous units &amp; focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command</p>	<p>Build on previous units &amp; focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification</p>	<p>Build on previous units &amp; focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement</p>	<p>Build on previous units &amp; focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification</p>
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Grammar

Text

<p>Build on previous year &amp; focus on: Correct choice and consistent use of past and present tense throughout writing</p>	<p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing</p>	<p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing</p>	<p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs</p>	<p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing</p>	<p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing</p>
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Grammar punctuation	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

Year 3	Autumn 1a  <b>Book: The Iron Man</b>  <b>Narrative:</b> Approach Threat Narrative  <b>Purpose:</b> To Narrate	Autumn 2a  <b>Book: Fox</b>  <b>Narrative:</b> Fable Narrative  <b>Purpose:</b> To Narrate	Spring 1a  <b>Book: Rhythm of the Rain</b>  <b>Narrative:</b> Setting Narrative  <b>Purpose:</b> To Narrate	Spring 2a  <b>Book: Jemmy Button</b>  <b>Narrative:</b> Return Narrative  <b>Purpose:</b> To Narrate	Summer 1a  <b>Book: Egyptology</b>  <b>Narrative:</b> Egyptian Mystery Narrative  <b>Purpose:</b> To Narrate	Summer 2a  <b>Book: Into the Forest</b>  <b>Narrative:</b> Lost Narrative  <b>Purpose:</b> To Narrate
	Autumn 1b  <b>Book: The Iron Man</b>  <b>Explanation:</b> Trap Explanation  <b>Purpose:</b> To explain	Autumn 2b  <b>Book: Fox</b>  <b>Information:</b> Foxes Information Report  <b>Purpose:</b> To inform	Spring 1b  <b>Book: Rhythm of Rain</b>  <b>Recount:</b> River  <b>Information:</b> Leaflet  <b>Purpose:</b> To inform	Spring 2b  <b>Book: Jemmy Button</b>  <b>Information:</b> Letters  <b>Purpose:</b> To Recount	Summer 1b  <b>Book: Egyptology</b>  <b>Information:</b> Secret Diary  <b>Purpose:</b> To Recount	Summer 2b  <b>Book: Into the Forest</b>  <b>Recount:</b> Newspaper Report  <b>Purpose:</b> To Recount

<p><b>Grammar</b> <b>word</b></p>	<p>Build on previous year &amp; focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'</p>	<p>Build on previous units &amp; focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly</p>	<p>Build on previous units &amp; focus on: Use of the forms a or an when next word starts with a consonant or a vowel</p>	<p>Build on previous units &amp; focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>	<p>Build on previous units &amp; focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>	<p>Build on previous units &amp; focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis- , in- , dis- , un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>
<p><b>Grammar</b> <b>Sentence</b></p>	<p>Build on previous year &amp; focus on: Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of</p>
<p><b>Grammar</b> <b>Text</b></p>	<p>Build on previous year &amp; focus on:</p>	<p>Build on previous units &amp; focus on: Present perfect form of verbs in contrast to the simple past</p>	<p>Build on previous units &amp; focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past</p>	<p>Build on previous units &amp; focus on: Present perfect form of verbs in contrast to the simple past</p>	<p>Build on previous units &amp; focus on: Headings and sub-headings to aid presentation</p>	<p>Build on previous units &amp; focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p>

<p><b>Grammar</b></p> <p><b>Punctuation</b></p>	<p>Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list</p>	<p>Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech</p>	<p>Build on previous units &amp; focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list</p>	<p>Build on previous units &amp; focus on: Inverted commas to punctuate direct speech</p>	<p>Build on previous units &amp; focus on: Inverted commas to punctuate direct speech</p>	<p>Build on previous units &amp; focus on: Inverted commas to punctuate direct speech</p>
<p><b>Terminology for pupils</b></p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>					
<p><b>Year 4</b></p>	<p>Autumn 1a</p> <p><b>Book: The Whale</b></p> <p><b>Narrative:</b> Setting Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Autumn 2a</p> <p><b>Book: Leaf</b></p> <p><b>Narrative:</b> Outsider Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Spring 2a</p> <p><b>Book: Arthur and the Golden Rope</b></p> <p><b>Narrative:</b> Myth Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Spring 2b</p> <p><b>Book: The Lost Happy Endings</b></p> <p><b>Narrative:</b> Twisted Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Summer 1a</p> <p><b>Book: The Journey</b></p> <p><b>Narrative:</b> Refugee Narrative</p> <p><b>Purpose:</b> To purpose</p>	<p>Summer 2a</p> <p><b>Book: Manfish</b></p> <p><b>Narrative:</b> Intervention Narrative</p> <p><b>Purpose:</b> To Narrate</p>

	<p><b>Autumn 1b</b></p> <p><b>Book: The Whale</b></p> <p><b>Recount: Newspaper Report</b></p> <p><b>Purpose: To Recount</b></p>	<p><b>Autumn 2b</b></p> <p><b>Book: Leaf</b></p> <p><b>Information: Information Report</b></p> <p><b>Purpose: To inform</b></p>	<p>Spring 1b</p> <p><b>Book: Arther and the Golden Rope</b></p> <p><b>Information: Defeating a Viking Monster</b></p> <p><b>Purpose: To inform</b></p>	<p>Spring 2b</p> <p><b>Books: The Lost Happy Ending</b></p> <p><b>Persuasion: letter</b></p> <p><b>Purpose: To persuade</b></p>	<p>Summer 1a</p> <p><b>Book: The Journey</b></p> <p><b>Recount: Diary</b></p> <p><b>Purpose: To recount</b></p>	<p>Summer 2b</p> <p><b>Book: Manfish</b></p> <p><b>Recount: Jacques Cousteau: Biography</b></p> <p><b>Purpose: To Recount</b></p>
Grammar Word	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	Build on previous units & focus on: Verb inflections (we were instead of we was)
Grammar Sentence	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials
Grammar text	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and sub headings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
Grammar Punctuation	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials

Terminology for pupils	determiner, pronoun, possessive pronoun, adverbial
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<b>Year 5</b>	Autumn 1a <b>Book: When we Walked on the Moon</b> <b>Narrative:</b> Exploration Narrative <b>Purpose:</b> To Narrate	Autumn 2a <b>Book: Farther</b> <b>Narrative:</b> Setting Narrative <b>Purpose:</b> To Narrate	Spring 1a <b>Book: The Hound of the Baskervilles</b> <b>Narrative:</b> Cliff hanger Narrative <b>Purpose:</b> To Narrate	Spring 2b <b>Book: The Promise</b> <b>Narrative:</b> Character Narrative <b>Purpose:</b> To Narrate	Spring 1a <b>Book: The Lost Book of Adventure</b> <b>Narrative:</b> Survival Narrative <b>Purpose:</b> To Narrate	Summer 2b <b>Book: King Kong</b> <b>Narrative:</b> Dilemma Narrative <b>Purpose:</b> To Narrate
	Autumn 1b <b>Book: When we Walked on the Moon</b> <b>Recount:</b> Formal Mission Log <b>Purpose:</b> To Recount	Autumn 2b <b>Book: Farther</b> <b>Recount:</b> Letter <b>Purpose:</b> To recount	Spring 1b <b>Book: The Hound of the Baskervilles</b> <b>Recount:</b> Formal Report <b>Purpose:</b> To inform	Spring 2b <b>Book: The Promise</b> <b>Persuasion:</b> Bargain Letter <b>Purpose:</b> To persuade	Summer 1b <b>Book: The Lost Book of Adventure</b> <b>Explanation:</b> Survival Guide <b>Purpose:</b> To explain	Summer 2b <b>Book: King Kong</b> <b>Discussion:</b> Balanced Argument <b>Purpose:</b> To Discuss

<p>Grammar</p> <p>Word</p>	<p>Build on previous year &amp; focus on: Develop an understanding of the use of verb prefixes</p>	<p>Build on previous units &amp; focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)</p>	<p>Build on previous units &amp; focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes</p>	<p>Build on previous units &amp; focus on: Develop understanding and use of verb prefixes</p>	<p>Build on previous units &amp; focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes</p>	<p>Build on previous units &amp; focus on: Converting nouns or adjectives into verbs using suffixes</p>
<p>Grammar</p> <p>Sentence</p>	<p>Build on previous year &amp; focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses</p>	<p>Build on previous units &amp; focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials</p>	<p>Build on previous units &amp; focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Build on previous units &amp; focus on: Indicate degrees of possibility using modal verbs and adverbs</p>	<p>Build on previous units &amp; focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Build on previous units &amp; focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs</p>

Grammar text	Build on previous year & focus on: Use a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Grammar Punctuation	Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Terminology For pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
Year 6	Autumn 1a  <b>Book:</b> Rose Blanche  <b>Recount:</b> Diary  <b>Purpose:</b> To Recount	Autumn 2b  <b>Book:</b> A Story Like the Wind  <b>Narrative:</b> Flashback Narrative  <b>Purpose:</b> To Narrate	Spring 1a  <b>Book:</b> The Origin of the Species  <b>Narrative:</b> Discovery Narrative  <b>Purpose:</b> To Narrate	Spring 2b  <b>Book:</b> The Ways of the Wolf  <b>Narrative:</b> Documentary Narrative  <b>Purpose:</b> To recount	Summer 2a  <b>Book:</b> Shackleton's Journey  <b>Narrative:</b> Endurance Narrative  <b>Purpose:</b> To Narrate	<i>Summer 2b</i>

	Autumn 1b  <b>Book: Rose Blanche</b>  <b>Recount:</b> Bravery Speech Award  <b>Purpose:</b> To recount and inform	Autumn 2b  <b>Book: A Story Like the Wind</b>  <b>Recount:</b> Newspaper Report  <b>Purpose:</b> To recount	Spring 1b  <b>Book: The Origin of the Species</b>  <b>Explanation:</b> Adaption <b>Purpose:</b> To explain	Spring 2b  <b>Book: The Ways of the Wolf</b>  <b>Discussion:</b> Balanced Argument  <b>Purpose:</b> To discuss	Summer 1a  <b>Book: Shackleton's Journey</b>  <b>Recount:</b> Biography  <b>Purpose:</b> To recount	Summer 2b
Grammar  word	Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar  sentence	Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing

<p>Grammar</p> <p>Text</p>	<p>Build on previous year &amp; focus on: using a wider range of cohesive devices - adverbials</p>	<p>Build on previous units &amp; focus on: Use headings, sub-headings, columns and captions to structure information</p>	<p>Build on previous units &amp; focus on: Use headings and sub-headings to structure information</p>	<p>Build on previous units &amp; focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing</p>	<p>Build on previous units &amp; focus on: Using headings and sub-headings to organise information</p>	<p>Build on previous units &amp; focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices</p>
<p>Grammar</p> <p>Punctuation</p>	<p>Build on previous year &amp; focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis</p>	<p>Build on previous units &amp; focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses</p>	<p>Build on previous units &amp; focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list</p>	<p>Build on previous units &amp; focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists</p>	<p>Build on previous units &amp; focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity</p>	<p>Build on previous units &amp; focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity</p>
<p>Terminology</p> <p>For pupils</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					