

ENGLISH SUBJECT UNITS OVERVIEW

	Autumn		Spring		Summer	
	1	2	1	2	1	2
EYFS	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Listen and respond to ideas expressed by others in conversation or discussion • Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations • Introduce a storyline or narrative into their play <p>Reading:</p> <ul style="list-style-type: none"> • Hear and say the initial sound in words • Link sounds to letters • Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Writing:</p> <ul style="list-style-type: none"> • Give meaning to marks as they draw, write and paint • Hear and say the initial sound in words • Link sounds to letters, naming and sounding the letters of the alphabet • Use some clearly identifiable letters to 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Listen and respond to ideas expressed by others in conversation or discussion • Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduce a storyline or narrative into play <p>Reading:</p> <ul style="list-style-type: none"> • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together and know which letters represent some of them • Link sounds to letters, naming and sounding the letters of the alphabet • Begin to read words and simple sentences • Enjoy an increasing range of books • Read some common irregular words 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Listen and respond to ideas expressed by others in conversation or discussion • Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduce a storyline or narrative into their play • Develop own narratives and explanations by connecting ideas or events <p>Reading:</p> <ul style="list-style-type: none"> • Continue a rhyming string • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together and know which letters represent some of them • Link sounds to letters, naming and sounding 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop narratives and explanations by connecting ideas or events <p>Reading:</p> <ul style="list-style-type: none"> • Read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Demonstrate understanding when talking to others about what they have read <p>Writing:</p> <ul style="list-style-type: none"> • Attempt to write short sentences in meaningful contexts • Use phonic knowledge to write words in ways which match spoken sounds • Apply taught digraphs into writing 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Answer 'how' and 'why' questions in response to stories • Develop narratives and explanations by connecting ideas or events • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future <p>Reading:</p> <ul style="list-style-type: none"> • Read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words • Demonstrate understanding about what they have read <p>Writing:</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match spoken sounds 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Answer how and why questions in response to stories • Express themselves effectively, showing awareness of listeners' needs • Develop narratives and explanations by connecting ideas or events <p>Reading:</p> <ul style="list-style-type: none"> • Read and understand simple sentences (that include all taught graphemes) • Read some common irregular words • Demonstrate understanding about what they have read • Read words with adjacent consonants <p>Writing:</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds • Spell some common irregular words

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	<p>communicate meaning, representing some sounds correctly and in sequence</p> <ul style="list-style-type: none"> • Write labels 	<p>Writing:</p> <ul style="list-style-type: none"> • Begin to break speech down into words • Hear and say the initial sound in words (and some subsequent sounds) • Segment the sounds in simple words and blend them together (Write CVC words) • Links sounds to letters, naming and sounding the letters of the alphabet • Write labels and captions 	<p>the letters of the alphabet</p> <ul style="list-style-type: none"> • Read and understand simple sentences • Enjoy an increasing range of books • Read some common irregular words <p>Writing:</p> <ul style="list-style-type: none"> • Begin to break the flow of speech into words • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Write labels and captions • Attempt to write short sentences in meaningful contexts • Use phonic knowledge to write words in ways which match their spoken sound • Spell some irregular common words 		<ul style="list-style-type: none"> • Spell some common irregular words • Write simple sentences which can be read by themselves and others • Apply taught digraphs and trigraphs into writing • Write words with adjacent consonants 	<ul style="list-style-type: none"> • Write simple sentences which can be read by themselves and others (applying taught phonic sounds) • Write phonetically plausible words • Use key features of narrative in own writing (EXC) • Have an awareness of a capital letter and full stop when writing a simple sentence
Year 1	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Articulate and justify answer • Use spoken language: speculating, hypothesising, imagining and exploring ideas <p>Reading comprehension:</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p>

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	<ul style="list-style-type: none"> • Retell stories and consider their particular characteristics • Discuss words meanings, lining new meanings to those already known • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them <p>Writing Composition:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher <p>Yr 1 Expectations</p> <ul style="list-style-type: none"> • Combine words to make sentences • Leave spaces between words • Begin to use capital letters and full stops 	<ul style="list-style-type: none"> • Become familiar with key stories, fairy stories and traditional tales • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them <p>Writing Composition:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher <p>Yr 1 Expectations</p> <ul style="list-style-type: none"> • Join words using and • Punctuate sentences using a capital letter and a full stop • Use capital letters for names of people • Sequence sentences to form short narratives (link ideas or event by pronoun) 	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Link what is read or heard to own experiences • Retell stories and consider their particular characteristics • Discuss word meanings, linking new meanings to those already known • Draw on what they already know • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them • Explain clearly understanding of what is read to them <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense <p>Yr 1 Expectations</p> <ul style="list-style-type: none"> • Spell words containing phonemes already taught • Spell common exception words 	<ul style="list-style-type: none"> • Retell stories and consider their particular characteristics • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart • Draw on what they already know • Check that the text makes sense • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words <p>Yr 1 Expectations</p>	<p>improvisations and debates</p> <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart • Discuss word meanings, linking new meanings to those already known • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them • Explain clearly understanding of what is read to them <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Sequence sentences to form short narratives • Re-read what they have written and check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher 	<ul style="list-style-type: none"> • Become familiar with key stories, fairy tales and traditional tales • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them <p>Writing composition:</p> <ul style="list-style-type: none"> • Re-read what they have written and check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words <p>Yr 1 Expectations</p> <ul style="list-style-type: none"> • Join words and clauses using and • Use simple description to form short narratives (link ideas or events by pronouns) • Use a capital letter for places and days of the week
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	<ul style="list-style-type: none"> • Use capital letters for names of people and the personal pronoun 'I' 	<ul style="list-style-type: none"> • Spell words containing phonemes already taught • Use plural noun suffixes –s and -es 	<ul style="list-style-type: none"> • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words <p>Yr 1 Expectations</p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks • Join words and clauses using and • Some accurate use of the prefix un- • Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed, -ing, -er, -est 	<ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est 	<ul style="list-style-type: none"> • Spell words containing phonemes already taught • Spell common exception words <p>Yr 1 Expectations</p> <ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes to verbs where no change is needed to the root e.g. –ed, -er, -ing, -est • Change the meaning of verbs and adjectives by adding the prefix un- 	<ul style="list-style-type: none"> • Punctuate sentences using a capital letters, full stop, question mark or exclamation mark
Year 2	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, role play, improvisations and debates <p>Reading comprehension:</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Maintain attention and participate actively in collaborative conversations <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Check the text makes sense 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Read non-fiction books that are 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Articulate and justify answers • Maintain attention and participate in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives • Listen and respond • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p>

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	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss their understanding of books, poems and other material <p>Writing composition:</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections (greater depth only) • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently 	<ul style="list-style-type: none"> • Read non-fiction books that are structured in different ways • Draw on what is already known or on background information and vocabulary provided by the teacher • Make inferences on the basis of what is being said and done • Answer and ask questions • Participate in discussion about books, poems and other works • Explain and discuss their understanding of books, poems and other material <p>Writing composition:</p> <ul style="list-style-type: none"> • Write for different purposes • Make simple additions, revisions and corrections (greater depth only) • Evaluate writing with the teacher and other pupils • Proof-read to check for errors in spelling, grammar and punctuation • Read aloud with intonation <p>Yr 2 Expectations</p> <ul style="list-style-type: none"> • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs 	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan or say out loud what is going to be written about • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation • Read aloud with intonation <p>Yr 2 Expectations</p> <ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command 	<p>structured in different ways</p> <ul style="list-style-type: none"> • Discuss and clarify the meaning of words • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Explain and discuss their understanding of books, poems and other material <p>Writing composition:</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real or fictional) • Write poetry • Plan or say out loud what is going to be written about • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently • Proof-read to check for errors in spelling, 	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently • Become familiar with and re-tell a wider range of traditional tales • Recognise simple recurring literary language • Draw on what is already known and on background information and vocabulary provided by the teacher • Predict what might happen on the basis of what has been read so far <p>Writing composition:</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write about real events • Write for different purposes • Plan or say out loud what is going to be written about • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense 	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Make inferences on the basis of what is being said and done • Ask and answer questions • Predict what might happen on the basis of what has been read so far. • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently. <p>Writing composition:</p> <ul style="list-style-type: none"> • Write poetry • Write for different purposes • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently • Write for different purposes • Proof-read to check for errors in spelling, grammar and punctuation <p>Yr 2 Expectations</p>
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	<ul style="list-style-type: none"> • Proof-read to check for errors in spelling, grammar and punctuation Yr 2 Expectations • Plan or say out loud what is going to be written about • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and) 	<ul style="list-style-type: none"> • Write for different purposes • Use commas to separate items in a list 	<ul style="list-style-type: none"> • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Read aloud with intonation • Use punctuation correctly - exclamation marks, question marks 	<p>grammar and punctuation</p> <p>Yr 2 Expectations</p> <ul style="list-style-type: none"> • Use the progressive form of verbs in the present and past tense • Use present and past tenses correctly and consistently • Use subordination (apply because, when; introduce that) • Write down ideas, key words, new vocabulary • Use punctuation correctly introduce apostrophe for the possessive (singular) 	<p>and that verbs to indicate time are used correctly and consistently</p> <ul style="list-style-type: none"> • Proof-read to check for errors in spelling, grammar and punctuation Yr 2 Expectations • Use subordination (if, that) • Add -er and -est to adjectives • Use homophones and near homophones • Use punctuation correctly – apostrophes for contracted forms 	<ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use expanded noun phrases to describe and specify • Add suffixes to spell longer words e.g -ment,- ful
Year 3	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates • Build vocabulary • Articulate and justify answers • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Draw inferences (characters feelings, thoughts and motives) from their actions • Use dictionaries to check the meanings of words • Predict from details stated and implied 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Read for a range of purposes 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words • Identify themes and conventions 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build Vocabulary • Listen and respond • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Read for a range of purposes 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p>

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	<ul style="list-style-type: none"> • Ask questions to improve understanding of a text • Discuss words and phrases that capture the reader's interest and imagination <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Yr 3 Expectations</p> <ul style="list-style-type: none"> • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Recognise different forms of poetry • Explain meaning of words in context • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build a rich and varied vocabulary (Y3) • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Yr 3 Expectations</p> <p>Use conjunctions and adverbs to express, time, place and cause</p>	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest • Check text makes sense • Ask questions to improve understanding of a text • Draw inferences justify with evidence • Predict from details stated and implied • Participate in discussion about books <p>Writing Composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear <p>Yr 3 Expectations</p> <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form and the present perfect form • Group related ideas into paragraphs 	<ul style="list-style-type: none"> • Check text makes sense • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Participate in discussion about books <p>Writing Composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Yr 3 Expectations</p> <ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use adverbs to express time, place and cause • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words • Explain meaning of words in context • Predict from details stated and implied • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction <p>Writing Composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Yr 3 Expectations</p> <ul style="list-style-type: none"> • Build a varied and rich vocabulary • Use a or an according to whether the next word begins with a vowel or a consonant • Group related ideas into paragraphs 	<ul style="list-style-type: none"> • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Identify main ideas from paragraphs • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Use headings and sub-headings to aid presentation • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors <p>Yr 3 Expectations</p>
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		<ul style="list-style-type: none"> • Use a or an according to whether the next word begins with a vowel or consonant • In narratives, create settings, characters and plot • Introduce inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) 	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use punctuation correctly- apostrophes for the possessive (singular) 	<ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use present and past tenses correctly and consistently including the progressive and the present perfect forms • Group related ideas into paragraphs
Year 4	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates • Build vocabulary • Articulate and justify answers • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Draw inferences (characters feelings, thoughts and motives) from their actions • Use dictionaries to check the meanings of words • Predict from details stated and implied • Ask questions to improve understanding of a text • Discuss words and phrases that capture the reader's interest and imagination <p>Writing composition:</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination • Recognise different forms of poetry • Explain meaning of words in context • Draw inferences (characters' feelings, thoughts and motives); justify with evidence 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Read for a range of purposes • Discuss words and phrases that capture the reader's interest • Check text makes sense • Ask questions to improve understanding of a text • Draw inferences justify with evidence 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words • Identify themes and conventions • Check text makes sense • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build Vocabulary • Listen and respond • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Read for a range of purposes • Use dictionaries to check the meaning of words • Explain meaning of words in context • Predict from details stated and implied • Identify how language, structure, and 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context

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	<ul style="list-style-type: none"> Plan writing by discussing the structure, vocab and grammar of similar <p>Writing composition:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences orally Build an increasing range of sentence structures In narratives, create settings, characters and plot Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Yr 4 Expectations</p> <ul style="list-style-type: none"> Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Use commas after fronted adverbials Use inverted commas for direct speech 	<ul style="list-style-type: none"> Predict from details stated and implied <p>Writing composition:</p> <ul style="list-style-type: none"> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Build a rich and varied vocabulary (Y3) Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Yr 4 Expectations</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English for verb inflections Build a varied and rich vocabulary 	<ul style="list-style-type: none"> Predict from details stated and implied <p>Writing Composition:</p> <ul style="list-style-type: none"> Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear <p>Yr 4 Expectations</p> <ul style="list-style-type: none"> Variety of verb forms used correctly and consistently including the progressive and the present perfect forms <ul style="list-style-type: none"> Use Standard English for verb inflections Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs) Use and punctuate direct speech (using dialogue to show the relationship between characters) 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise <p>Writing Composition:</p> <ul style="list-style-type: none"> Plan writing by discussing the structure, vocabulary and grammar of similar writing Build an increasing range of sentence structures In narratives, create settings, characters and plot Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Yr 4 Expectations</p> <ul style="list-style-type: none"> Build an increasing range of sentence structures Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and punctuate direct speech Use commas after fronted adverbials 	<p>presentation contribute to meaning</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction <p>Writing Composition:</p> <ul style="list-style-type: none"> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Yr 4 Expectations</p> <ul style="list-style-type: none"> Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use paragraphs to organise information and ideas around a theme Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular 	<ul style="list-style-type: none"> Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction <p>Writing composition:</p> <ul style="list-style-type: none"> Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally In non-narrative material, use simple organisational devices Assess the effectiveness of own and others' writing Proof-read for spelling and punctuation errors <p>Yr 4 Expectations</p> <ul style="list-style-type: none"> Build an increasing range of sentence structures Use a variety of verb forms correctly and consistently including
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ENGLISH SUBJECT UNITS OVERVIEW

		<ul style="list-style-type: none"> • Use and punctuate direct speech 			<ul style="list-style-type: none"> • Recognise the grammatical difference between plural and possessive 's' 	<p>the progressive and the present perfect forms</p> <ul style="list-style-type: none"> • Use paragraphs to organise information and ideas around a theme
Year 5	<p>Spoken language:</p> <ul style="list-style-type: none"> • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Draw inferences (characters feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate author's language choice 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured, descriptions, explanations and narratives • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions • Make comparisons within and across books • Learn poetry by heart • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions • Check sense, discuss understanding and explore meaning of new words in context • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Make comparisons within and across books • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Predict from details stated and implied 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Make comparisons within and across books • Check sense, discuss understanding and explore meaning of words in context • Draw inferences (characters' feelings, thoughts and motives); justify with evidence

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	<ul style="list-style-type: none"> • Distinguish between fact and opinion • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views <p>Writing composition:</p> <ul style="list-style-type: none"> • Identify the audience and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof-read for spelling and punctuation errors <p>Yr 5 Expectations</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Organise paragraphs around a theme with a focus on more complex narrative structures • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> • Evaluate authors' language choice • Participate in discussions about books • Explain and discuss understanding of reading • Provide reasoned justifications for views <p>Writing composition:</p> <ul style="list-style-type: none"> • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense <p>Yr 5 Expectations</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use of inverted commas and other punctuation to punctuate direct speech 	<ul style="list-style-type: none"> • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Summarise main ideas, identifying key details • Retrieve, record and present information from non-fiction • Explain and discuss understanding of reading <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense • Proof-read for spelling and punctuation errors • Perform own compositions using appropriate intonation, volume and movement 	<ul style="list-style-type: none"> • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction <p>Writing Composition</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Précis longer passages • Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense • Distinguish between the language of speech and writing. • Proof-read for spelling and punctuation errors <p>Yr 5 Expectations</p> <ul style="list-style-type: none"> • Variety of verb forms used correctly and consistently 	<ul style="list-style-type: none"> • Identify how language structure and presentation contribute to meaning • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Explain and discuss understanding of reading • Provide reasoned justifications for views <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Use organisational and presentational devices to structure texts • Use consistent and correct tense • Distinguish between the language of speech and writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof-read for spelling and punctuation errors <p>Yr 5 Expectations</p>	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Evaluate authors' language choice • Participate in discussions about books • Provide reasoned justifications for view <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proofread for spelling and punctuation errors <p>Yr 5 Expectations</p> <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Adverbs to indicate degrees of possibility • Use a wider range of devices to build
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ENGLISH SUBJECT UNITS OVERVIEW

			<p>Yr 5 Expectations</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials • Use commas to clarify meaning and avoid ambiguity in writing 	<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing • Link ideas across paragraphs using adverbials and tense choices • Use brackets, dashes or commas to indicate parenthesis <p>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>	<ul style="list-style-type: none"> • Use modal verbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph • Choose the appropriate register • Use brackets, dashes or commas to indicate parenthesis (recap) • Enhance meaning through selecting appropriate grammar and vocabulary 	<p>cohesion across paragraphs</p> <ul style="list-style-type: none"> • Link ideas using tense choices
Year 6	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Prepare poems and plays for performance • Check sense, discuss understanding and 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Make comparisons within and across texts 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions • Check sense, discuss understanding and explore meaning of words in context 	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Recommend books to peers • Learn poetry by heart • Prepare poems and plays for performance • Draw inferences (characters' feelings, thoughts and motives); justify with evidence

ENGLISH SUBJECT UNITS OVERVIEW

	<ul style="list-style-type: none"> • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Provide reasoned justifications for views <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings • Use consistent and correct tense • Proof-read for spelling and punctuation errors <p>Yr 6 Expectations</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey 	<p>explore meaning of words in context</p> <ul style="list-style-type: none"> • Summarise main ideas, identifying key details • Retrieve, record and present information • Identify how language, structure and presentation contribute to meaning • Retrieve, record and present information from non-fiction • Explain and discuss understanding of reading <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Précis longer passages • Use organisational and presentational devices to structure text • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings • Proof-read for spelling and punctuation errors <p>Yr 6 Expectations</p> <ul style="list-style-type: none"> • Enhance meaning through selecting 	<ul style="list-style-type: none"> • Make comparisons within and across books • Ask questions to improve understanding • Draw inferences (characters feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Evaluate authors' language choice • Distinguish between fact and opinion (Greater depth only) • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action 	<ul style="list-style-type: none"> • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences (characters, feelings, thoughts, motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choices • Retrieve, record and present information from non-fiction <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading • Enhance meaning through selecting appropriate grammar and vocabulary • Précis longer passages • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> • Ask questions to improve understanding • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussion about books • Provide reasoned justifications for views <p>Writing composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Use organisational and presentational devices to structure texts • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense • Choose the appropriate register 	<ul style="list-style-type: none"> • Summarise main ideas, identifying key details • Evaluate authors' language choice • Participate in discussion about books <p>Writing Composition</p> <ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Précis longer passages • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings • Distinguish between the language of speech and writing • Proof-read for spelling and punctuation errors • Perform own compositions using appropriate intonation, volume and movement <p>Yr 6 Expectations</p> <ul style="list-style-type: none"> • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
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ENGLISH SUBJECT UNITS OVERVIEW

	<p>complicated information concisely (recap from Y5)</p> <ul style="list-style-type: none"> • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices • Integrate dialogue to convey character and advance the action • Use a colon to introduce a list • Punctuate bullet 	<p>appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> • Use modal verbs and adverbs to indicate degrees of possibility • Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings <p>Yr 6 Expectations</p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Use passive verbs • Use semi-colons to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • Use consistent and correct tense • Choose the appropriate register <p>• Proof-read for spelling and punctuation errors</p> <p>Yr 6 Expectations</p> <ul style="list-style-type: none"> • Use passive verbs • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use a wide range of devices to build cohesion • Use organisational and presentational devices to structure text • Use colons to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors <p>Yr 6 Expectations</p> <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) • Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation • Use a colon to introduce a list and use semi-colons within lists • Use hyphens to avoid ambiguity 	<ul style="list-style-type: none"> • Identify the audience and purpose for writing • Choose the appropriate register • Use semi-colons, colons or dashes to mark boundaries between independent clauses
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