




English

School coverage 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
<p>Progression of Core Texts. <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	<p>Fiction: Nursery Rhymes All about me</p>	<p>Fiction: Diwali - The Story of Rama and Sita Whatever Next Winnie in Space Aliens Love Underpants Elmer The Christmas Story</p>	<p>Fiction: Harry and A Bucketful of Dinosaurs. Chinese New Year – The Great Race Traditional Tale - Goldilocks and the Three Bears We're Going on a Bear Hunt</p>	<p>Fiction: Traditional Tales – Jack and the Beanstalk Oliver's Vegetables Supertato The Easter Story</p> <p>Non-Fiction: The Lifecycle of a Bean</p>	<p>Fiction: The Very Hungry Caterpillar The Bad-Tempered Ladybird</p> <p>Non-Fiction: The Lifecycle of a Butterfly Minibeast riddles</p>	<p>Fiction: The Rainbow Fish Sharing a Shell The Night Pirates Pirates Next door</p>
<p>Independent purposeful writing outcomes</p>	<p>Writing Writing their name Writing Initial Sounds and matching to the correct picture Writing a list</p>	<p>Writing Writing name in a card for their family - Diwali Writing their name Writing CVC words Labelling a picture Writing a caption</p>	<p>Writing Writing a list of Christmas presents Retell The Great Race story Porridge evaluation Sentences with phase 3 sounds and tricky words. Retell the story 'We are going on a Bear Hunt'</p>	<p>Writing Bean diary Sentences with phase 3 sounds and tricky words.</p>	<p>Writing Retell The Very Hungry Caterpillar Story Life cycle of a butterfly Write an alternative version of The Very Hungry Caterpillar Sentences with phase 3 sounds and tricky words Write a riddle. Speech bubbles Sentences with phase 4 blends and tricky words.</p>	<p>Writing Retelling a story – rainbow fish and sharing a shell Sentences with phase 3 sounds and tricky words Sentences with phase 4 blends and tricky words. Character description - Pirate</p>

Grammar and punctuation		<p>1. Ready to Write Leaving spaces between words Separation of words with spaces Terminology: letter/word</p> <p>2. Punctuating Sentences Introduction to capital letters to demarcate sentences Introduction to full stops to demarcate sentences Terminology: sentence/capital letter/punctuation/full stop Name the letters of the alphabet in order Form capital letters</p>	<p>1. Ready to Write Leaving spaces between words Separation of words with spaces Terminology: letter/word</p> <p>2. Punctuating Sentences Introduction to capital letters to demarcate sentences Introduction to full stops to demarcate sentences Terminology: sentence/capital letter/punctuation/full stop Name the letters of the alphabet in order Form capital letters</p>	<p>1. Ready to Write Leaving spaces between words Separation of words with spaces Terminology: letter/word</p> <p>2. Punctuating Sentences Introduction to capital letters to demarcate sentences Introduction to full stops to demarcate sentences Terminology: sentence/capital letter/punctuation/full stop Name the letters of the alphabet in order Form capital letters</p>	<p>1. Ready to Write Leaving spaces between words Separation of words with spaces Terminology: letter/word</p> <p>2. Punctuating Sentences Introduction to capital letters to demarcate sentences Introduction to full stops to demarcate sentences Terminology: sentence/capital letter/punctuation/full stop Name the letters of the alphabet in order Form capital letters</p>	<p>1. Ready to Write Leaving spaces between words Separation of words with spaces Terminology: letter/word</p> <p>2. Punctuating Sentences Introduction to capital letters to demarcate sentences Introduction to full stops to demarcate sentences Terminology: sentence/capital letter/punctuation/full stop Name the letters of the alphabet in order Form capital letters</p>
Spelling						
Handwriting	Children follow the Rydon Handwriting Policy - children are taught the basic letter formation without flicks. \\ad.esw.org.uk\StaffShare\RYD\Policies\					

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
Year 1										
<p>Progression of Core Texts.</p> <p><i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	Fiction Sally and the Limpet	Non-fiction Sharing a Shell	Fiction – Familiar settings (Peace at Last) Firework poems	Non-fiction Instructions – How to wash a woolly mammoth	Narrative: Handa – Giraffes can't dance stories from other cultures	Poetry: Animal / patterns (African animal poems – Rumble in the Jungle)	Fiction Little Red Riding Hood 3 Little Pigs	NF Information texts – Great fire of London Plants – information text	Narrative: Jolly postman Dragon Poems Mr Un	NF: Information text about Y1 Lost and Found
Grammar and punctuation	1. Ready to Write Leaving spaces between words Separation of words with spaces Terminology: letter/word 2. Punctuating Sentences Introduction to capital letters to demarcate sentences Introduction to full stops to demarcate sentences Terminology: sentence/capital letter/punctuation/full stop Name the letters of the alphabet in order Form capital letters		3. Sentences How words can combine to make sentences Terminology: word/sentence 4. Capital Letters 1 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Capital letters for names and for the personal pronoun I		1. Conjunctions Joining words and joining clauses using 'and' How words can combine to make sentences Terminology: word/sentence 2. Exclamations Introduction to exclamation marks to demarcate sentences		3. Capital Letters 2 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		1. Questions Introduction to question marks to demarcate sentences 2. Singular and Plural Regular plural noun suffixes Terminology: singular/plural 3. Prefixes How the prefix un– changes the meaning of verbs and adjectives	4. Suffixes Suffixes that can be added to verbs where no change is needed in the spelling of root words 5. Sequencing Sentences Sequencing sentences to form short narratives

Spelling	No Nonsense Spelling Programme										
Handwriting	Children follow the Rydon Handwriting Policy - children are taught the basic letter formation including flicks with an explanation of why they are there. When sounds such as ch, th, ai, we join them. \\ad.esw.org.uk\StaffShare\RYD\Policies\										
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Year 2											
Progression of Core Texts. <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Non-Fiction Instructions : How to clean your teeth	Fiction Poetry: Train Ride/Remembrance Day	Fiction The Empty Stocking Character descriptions (Christmas theme)	Fiction Narrative: Dragon Machine	Poetry: Transport/counting rhymes	Fiction Narrative: Burglar Bill	Fiction Descriptive writing on animal	Fiction Narrative: Magic Key Poetry: Riddles SATS revision	Non-Fiction write an information text about an animal / fact file	Non-Fiction: Lighthouse Keepers lunch Information text – seaside / habitats	Non-fiction recount – school trip
	Fab Five books and Reading for Pleasure. Talking Through Stories 										
Independent purposeful writing outcomes	Cross-curricular writing: Descriptive writing - carnival		Cross-curricular writing: Columbus-Message in a bottle PC and less racist explorer will be studied. TBC				Cross curricular writing – Cress experiment evaluation Cross curricular writing – Facts about Matisse		Cross curricular writing – Recount of Steam Train Trip		Cross curricular writing – RE: My Special Place
Grammar and punctuation	1. Ready to Write		4. Conjunctions		1. Word Classes 2		4. Tenses		1. Suffixes 2		2. Consolidation (Key Stage 1)

	<p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:</p> <p>full stops/capital letters/exclamation marks/question marks</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using 'and'</p> <p>2. Commas</p> <p>Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: commas for lists</p> <p>Commas to separate items in a list</p> <p>Terminology: Comma</p> <p>3. Word</p> <p>Classes 1</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Terminology: noun phrase</p>	<p>Co-ordination (using or, and, or but)</p> <p>Subordination (using when, if, that, or because)</p> <p>5. Sentence Types 1</p> <p>How the grammatical patterns in a sentence indicate its function as a question</p> <p>How the grammatical patterns in a sentence indicate its function as a command</p> <p>Terminology: question/command</p>	<p>Use of Standard English to turn adjectives into adverbs</p> <p>Terminology: letter/word</p> <p>2. Apostrophes</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Terminology: apostrophe</p> <p>3. Sentence Types 2</p> <p>How the grammatical patterns in a sentence indicate its function as an exclamation</p> <p>How the grammatical patterns in a sentence indicate its function as a statement</p> <p>Terminology: statement/exclamation</p>	<p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Terminology: tense</p> <p>5. Suffixes 1</p> <p>Formation of nouns using suffixes such as -ness, -er and by</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Terminology: suffix</p>	<p>Use of the suffixes –er, –est in adjectives</p> <p>Terminology: suffix</p> <p>Assessments (SATs)</p>	<p>Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.</p>
Spelling	<p>Floppy phonics/Y2 common exception words and then...</p> <p>No Nonsense Spelling Programme</p>					
Handwriting	<p>Children follow the new Debbie Hepplewhite Handwriting programme which links directly to Floppy Phonics. The aim is by the end of the year, children will be using letter joins with confidence. Rydon Handwriting Policy - Building on the foundation stage, pupils at Key Stage 1 develop a legible, joined style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						

Progression of Core Texts. <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Non-Fiction Non Chron report linked to History Reports/information texts Moshi Monsters	Fiction Historical Narrative (Oliver Twist) - setting, characters, plot Poetry - Little Dancer	Non-Fiction Information Texts - Christmas in France	Fiction Narrative: The Twits, Hug	Non-fiction Newspapers	Fiction Narrative: Myths, legends and traditional tales	Non-fiction Instructions (craft)	Fiction Narrative - Script writing	Fiction Narrative : Frankie's Magic Football Leon and the place between	Non-fiction	Non-fiction Letters and diaries Fiction	Fiction: Narrative : Paddington Bear
Grammar and punctuation	1. Ready to Write Use expanded noun phrases to describe and specify Use both familiar and new punctuation correctly - full stops/capital letters/exclamation marks/question marks Co-ordination (using or, and, or but) Subordination (using when, if, that, or because) Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use the present and past tenses correctly and consistently		3. Conjunctions Extending the range of sentences with more than one clause by using a wider range of conjunctions, Use conjunctions to express time and cause Express time, place and cause using conjunctions Terminology: conjunction/clause/subordinate clause		1. Adverbs Use adverbs to express time and cause Express time, place and cause using adverbs 2. Prepositions Use prepositions to express time and cause Express time, place and cause using prepositions Terminology: preposition		3. Speech Introduction to inverted commas to punctuate direct speech Terminology: direct speech inverted commas 4. Tenses Use of the present perfect form of verbs instead of the simple past Use the present perfect form of verbs in contrast to the past tense		1. Nouns <i>No National Curriculum objective for Year 3. This block will look at types of nouns including abstract nouns.</i> 2. Paragraphs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation		3. Word Families Word families based on common word] Terminology: word family 4. Prefixes Formation of nouns using a range of prefixes Terminology: prefix	

	2. Determiners Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Terminology: Consonant/consonant letter/vowel/vowel letter					
Spelling	No Nonsense Spelling Programme					
Handwriting	Children follow the Rydon Handwriting Policy - In Years 3 and 4 the pupils consolidate their use of the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. Joined handwriting is encouraged at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4						
Progression of Core Texts. <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Non-Fiction Sentence level work (George and the Dragon)	Non-Fiction Newspaper report linked to Pompeii Fiction Stories with historical settings Escape from Pompeii Poetry: Creating images (simile poetry)	Non-Fiction Recount linked to Christmas Grammar unit. Fiction Narrative: stories set in imaginative worlds Imaginary worlds.	Non-fiction Recounts linked to Heatree SPAG Fiction Narrative: stories from different cultures Beowulf unit.	Non-fiction Non chron reports - animals Linked to Paignton zoo Fiction Narrative: free write story to challenge targets.	Non-fiction Persuasive writing on deforestation and orang-utans. (focus on 'Rang-tan' video text) David Attenborough Fiction Partially linked to bio of David Attenborough and non-chron style writes however children to use imagination to create a new species of animal.
Independent purposeful writing outcomes	Cross-curricular writing Roman letter home	Cross-curricular writing Gladiators project. Creating a gladiator school. (linked with Imovie). Script writing.	Cross-curricular writing Aid to English vial labelling correctly	Cross-curricular writing (Northern lights myth).	Cross-curricular writing	Cross-curricular writing Poems about animals and their habitats.

						Comparative report between UK and Brazil.
Grammar and punctuation	1. Use the forms a or an Conjunctions, including: when, if, because, although Express time, place and cause using conjunctions when, before, after, while, so, because Express time, place and cause using adverbs then, next, soon, therefore Express time, place and cause using prepositions Introduction to inverted commas to punctuate direct speech Use of the present perfect form of verbs Introduction to paragraphs Terminology: determiner	2. Pronouns Terminology pronoun possessive pronoun 3. Fronted Adverbials Using commas after fronted adverbials Terminology: adverbial	1. Apostrophes for possession including the grammatical difference between plural and possessives 2. Speech Using and punctuating direct speech. Use of inverted commas and other punctuation to indicate direct speech	3. Noun Phrases 4. Suffixes 1 Spell words with endings sounding like /ʒə/ or /tʃə/ Spell words with endings which sound like /ʒən/	1. Standard English Standard English forms for verb inflections instead of local spoken forms - we were instead of we was, or I did instead of I done 2. Paragraphs Use of paragraphs to organise ideas around a theme	3. Suffixes 2 Spell using the suffix -ation Spell using the suffix -ly Spell using the suffix -ous Spell words with endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
Spelling	No Nonsense Spelling Programme					
Handwriting	Children follow the Rydon Handwriting Policy - In Years 3 and 4 the pupils consolidate their use of the basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. Joined handwriting is encouraged at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5						
Progression of Core Texts. <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum,</i>	Non-fiction: Newspaper report (The Blitz) Poetry (War Poem) Narrative writing - Evacuees	Non-fiction Information Texts (Rationing) Fiction Different genre - (Mystery, adventure, fantasy)	Fiction The Princess' Blankets Fiction BBC 500-word stories Non-fiction Non-chronological report on climate change	Non-fiction Persuasive writing letters - save our Forest School Poetry Significant poet study Michael Rosen	Non-fiction Information text - Poetry	Narrative: Older literature - Wind in the Willows Non-fiction Spider and the Fly

<i>broaden the range of texts (including poetry) and meet the interests of pupils.</i>						
Grammar and punctuation	<p>1. Ready to Write Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>2)Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Using fronted adverbials Using commas after fronted adverbials The grammatical difference between plural and possessive –s Use of inverted commas and other punctuation to indicate direct speech</p> <p>2. Relative Clauses Using relative clauses beginning with who, which, where, when, whose, that Terminology for pupils: •relative pronoun •relative clause</p>	<p>3. Modal Verbs Using modal verbs to indicate degrees of possibility Terminology: modal verb</p> <p>4. Adverbs Using adverbs to indicate degrees of possibility Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p>	<p>1. Parenthesis Using brackets, dashes or commas to indicate parenthesis Terminology: parenthesis bracket dash</p> <p>2. Expanded Noun Phrases Using expanded noun phrases to convey complicated information concisely</p>	<p>3. Tenses Using the perfect form of verbs to mark relationships of time and cause.</p>	<p>1. Commas Using commas to clarify meaning or avoid ambiguity in writing Terminology: Ambiguity.</p> <p>2. Cohesion Devices to build cohesion within a paragraph - then, after that, this, firstly Link ideas across paragraphs using adverbials of time Terminology: cohesion</p>	<p>3. Prefixes Verb prefixes [for example, dis–, de–, mis–, over–and re–]</p> <p>4. Suffixes Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p>
Spelling	No Nonsense Spelling Programme					
Handwriting	Children follow the Rydon Handwriting Policy - Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Experimentation with different styles and writing implements is encouraged with the aim of increasing speed whilst maintaining legibility.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6						
<p>Progression of Core Texts.</p> <p><i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	<p>Non-Fiction Newspaper report (The Blitz) Start of WWII</p> <p>Fiction Different genres (Mystery, adventure, fantasy)</p> <p>Fiction The Piano Poetry (War poem) Narrative writing - rationing</p>	<p>Non-Fiction</p> <p>Fiction Picture Book, The Flood</p>	<p>Non Fiction: Biography (Darwin and own choice celebrity) Letters of complaint - The Day The Crayons Quit/ own letter of complaint topic</p> <p>Fiction Continuous skills writing linked to history (Narrative)</p>	<p>Fiction Dear Greenpeace - whale description.</p> <p>The Lost Thing - Diary entry</p> <p>Dialogue</p>	<p>Revision unit: Shrek</p>	<p>Non-fiction: dragons - non chron writing / fact files</p> <p>Poetry: dragons</p> <p>Narrative: The Snow Queen</p>
Grammar and punctuation	<p>1. Ready to Write Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use modal verbs to indicate degrees of possibility Use adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis Use expanded noun phrases to convey complicated information concisely</p>	<p>3. Word Classes Terminology: subject/object</p> <p>4. Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing The difference between structures typical of informal speech and</p>	<p>1. Punctuation 1 Use a colon to introduce a list Use of the colon to introduce a list Use of semi-colons within lists Punctuating bullet points consistently Punctuation of bullet points to list information Terminology: colon/semi-colon/bullet points</p> <p>2. Active and Passive Use passive verbs to affect the presentation of information in a sentence</p>	<p>4. Punctuation 2 Use semi-colons to mark boundaries between independent clauses Use colons to mark boundaries between independent clauses Use dashes to mark boundaries between independent clauses Terminology: colon/semi-colon</p> <p>5. Hyphens Use hyphens to avoid ambiguity Terminology: hyphen</p>	<p>Revision Assessments 1. Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Layout devices Terminology: Ellipsis</p>	<p>2. Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>

	<p>Use the perfect form of verbs to mark relationships of time and cause Use commas to clarify meaning or avoid ambiguity in writing</p> <p>2. Synonyms and Antonyms How words are related by meaning as synonyms and antonyms Terminology: synonym/antonym</p>	<p>structures appropriate for formal speech and writing Recognising subjunctive forms</p>	<p>Use of the passive to affect the presentation of information in a sentence Terminology: active/passive</p> <p>3. Formal and Informal Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>			
Spelling	No Nonsense Spelling Programme					
Handwriting	Children follow the Rydon Handwriting Policy - Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Experimentation with different styles and writing implements is encouraged with the aim of increasing speed whilst maintaining legibility.					