



Overview Wrens – Year 1



SPRING	2 planned Class Books (& why? / link)	Title and Author Reason for choosing					Title and Author Reason for choosing																				
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of 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.																
Reading	<p>Apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound grapheme (letters or group of letters) for all 40+ phoneme, including, where applicable, alternative sounds for grapheme; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondence between spelling and sound and there these occur in the word; read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions and understand that the apostrophe represent the omitted letter/s; read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read books to build up their fluency and confidence in word reading.</p> <table border="1"> <tr> <td>Poetry Continue to build on by recognising and join in with predictable phrases, appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meaning to those already known.</td><td>Non-Fiction Continue to build on by discussing word meanings, linking new meaning to those already known. Check that the text makes sense to them as they read and correct inaccurate reading.</td><td>Fiction Continue to build on by becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their predictable characteristics. Discuss word meanings, linking new meaning to those already known.</td><td>Poetry Continue to build on by checking that the text makes sense to them as they read and correct inaccurate reading, making inferences on the basis of what has been read and done.</td><td>Non-Fiction Continue to build on by discussing the significance of the title and events. Drawing on what they already know or on background information and vocabulary provided. Predicting what might happen on the basis of what has been read so far.</td></tr> <tr> <td colspan="5">Reading comprehension strategies should be taught at least 3x per week. The children should develop pleasure in reading, motivation to read, vocabulary and understanding the books they read or those they listen to by applying the above and ensuring the skills taught can be applied to poetry, non-fiction and fiction. Children should participate in discussions about what is read to them, taking in turns and listening to others say and to clearly explain their understanding of what is read to them.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>											Poetry Continue to build on by recognising and join in with predictable phrases, appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meaning to those already known.	Non-Fiction Continue to build on by discussing word meanings, linking new meaning to those already known. Check that the text makes sense to them as they read and correct inaccurate reading.	Fiction Continue to build on by becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their predictable characteristics. Discuss word meanings, linking new meaning to those already known.	Poetry Continue to build on by checking that the text makes sense to them as they read and correct inaccurate reading, making inferences on the basis of what has been read and done.	Non-Fiction Continue to build on by discussing the significance of the title and events. Drawing on what they already know or on background information and vocabulary provided. Predicting what might happen on the basis of what has been read so far.	Reading comprehension strategies should be taught at least 3x per week. The children should develop pleasure in reading, motivation to read, vocabulary and understanding the books they read or those they listen to by applying the above and ensuring the skills taught can be applied to poetry, non-fiction and fiction. Children should participate in discussions about what is read to them, taking in turns and listening to others say and to clearly explain their understanding of what is read to them.										
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Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction																					
Handwriting	Sit correctly at a table, holding a pencil comfortable and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.			Form capital letters and digits 0-9.			Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.																				
Spelling Year 1	Cold Task ee, ea	er (unstressed), ar	Split diagraph a-e, e-e	Split diagraph i-e, o-e	Split diagraph u-e	Hot Task	Cold Task oo (long and short sound)	ir ur	oa, oe	ew	Hot Task																
Punctuation & Grammar	Cold Task Singular Nouns	Past and Present Verbs	Suffixes -ed	Capital Letters and Days of the Week	Writing Sentences	Hot Task	Cold Task Plural Nouns	Compound Words	Question Marks	Sequencing Sentences	Hot Task																





Overview Robins – Year 1 and 2

ENGLISH																
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12			
AUTUMN	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing										Title and Author Reason for choosing				
	S&L The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintaining attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of 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.	Attending to and building on the contributions of others.	Select and use appropriate registers for effective communication.			
	Reading	YEAR 1 – SEE WRENS. YEAR 2 – Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables that contain the same grapheme above; read words with common suffixes; read further common exception words, noting the unusual correspondence between spelling and sound and where these occur in the word; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without due hesitation; re-read these books to build up their fluency and confidence in word reading.														
		Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (free verse, narrative).	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.									
		Reading comprehension strategies should be taught at least 3x per week. The children should develop pleasure in reading, motivation to read, vocabulary and understanding the books they that they can already read accurately and fluently and those that they listen to by applying the above and ensuring the skills taught can be applied to poetry, non-fiction and fiction. Children should participate in discussions about what is read to them and those that they can read for themselves, taking in turns and listening to others say and to explain and discuss their understanding of books, poems and other material that they have read for themselves or listened to.														
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction									
	Handwriting	Form lower-case letters of the correct size relative to one another. Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined.			Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.			Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.								
	Spelling Year 1	Cold Task ss, zz	ff	ck, nk wr	Soft c Compound Words	-el ending	Hot Task	-ai ending	Cold Task ai, ay	oi, oy	-le ending	-er ending	-ing, -ed ending	ge		
	Spelling Year 2	dge	gn	km	Soft c Compound Words	-el ending	Hot Task	-ai ending	Cold Task ai, ay	oi, oy	-le ending	-er ending	-es, -est ending	Test Week		



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



	Punctuation & Grammar Year 1	Cold Task Capital Letters and Lower Case Letters	Verbs	Suffixes -ing	Finger Spaces	Writing Sentences	Hot Task	
	Punctuation & Grammar Year 2	Cold Task Nouns	Vowels and Consonants	Demarcating Sentences	Forming Nouns using -ness	Punctuating Sentences	Hot Task	
2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing		
S&L The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of Standard English.	Adjectives
Reading	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Compound Words Gain, maintain and monitor the interest of the listener(s).	Adjectives with -er and -est Consider and evaluate different viewpoints.	Adjectives with -er and -est At attending to and building on the contributions of others.
	YEAR 1 – SEE WRENS. YEAR 2 – Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables that contain the same grapheme above; read words with common suffixes; read further common exception words, noting the unusual correspondence between spelling and sound and where these occur in the word; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without due hesitation; re-read these books to build up their fluency and confidence in word reading.							
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Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction		
Handwriting	Form lower-case letters of the correct size relative to one another. Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined.	Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined.	Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.				



SUMMER	Spelling Year 1		Cold Task ee, ea				
	Spelling Year 2		y (ee sound)	er (unstressed), ar			
	Punctuation & Grammar Year 1	Cold Task Singular Nouns	Past and Present Verbs	y (ie)	-ing (no change)	Split digraph a-e, e-e	
	Punctuation & Grammar Year 2	Homophones	Forming Adjectives using -ful and -less	Suffixes -ed	-ing (dropping the e)	Split digraph i-e, o-e	
	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Reading	YEAR 1 – SEE WRENS.					
		YEAR 2 – Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables that contain the same grapheme above; read words with common suffixes; read further common exception words, noting the unusual correspondence between spelling and sound and where these occur in the word; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without due hesitation; re-read these books to build up their fluency and confidence in word reading.					
		Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.





Overview Woodpeckers – Year 3 and 4

ENGLISH																	
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12				
AUTUMN	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing										Title and Author Reason for choosing					
	S&L The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of 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.	Attending to and building on the contributions of others.	Select and use appropriate registers for effective communication.				
	Reading	Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words, To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.															
		Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.										
		Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.															
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction										
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.									
	Spelling 3 and 4	Revision of Yrs 1&2 if required	The /ɪ/ sound spelt ou - myth.	The /ʌ/ sound spelt ou - young	More Prefixes – dis- and mis- and in-	More Prefixes – il- and im- and ir-	More Prefixes – re- and sub- and inter-	More Prefixes – Super- and anti- and auto-	The suffix -ation	The suffix -ly	The suffix -ly exceptions	Test week	Cold Task				
	Spelling 5 and 6	Words ending -ous and -tious	Words ending -ant, -ance, -ancy	Words ending in -ent, -ence, -ency	Words ending in -able, -ible	Words ending in -ably, -ibly	Adding suffixes beginning with vowel letters to words ending in -	Use of the hyphen	I before e except after c	I before e except after c exceptions							



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



	Punctuation & Grammar Year 3		Cold Task Singular and Plural Nouns	Cold Task Nouns and Pronouns For Clarity			
	Punctuation & Grammar Year 4		Pronouns	Consonants and Vowels			
	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing		Standard English Suffixes -ly			Title and Author Reason for choosing
	S&L The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers. Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of Standard English.
SPRING	Reading	Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words, To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Participate in discussions, presentations, performances, role play, improvisations and debates.	Gain, maintain and monitor the interest of the listener(s).
		Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Poetry Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.	Plural and Possessive -s	Present Tense Commas	
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction
Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	
Spelling 3 and 4	Ender sounds – sure and -ture -sion, e.g. division	The suffix -ous Suffix -ssion, cian -tion	Words with the /k/ sound spelt ch (Greek in origin) - echo	Words with the /f/ sound spelt sc -science	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que - league	Words with the /s/ sound spelt sc -science	Test week
						Apostrophes	Cold Task
						Hot Task	Hot Task



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



SUMMER	Spelling 5 and 6		Words containing the letter string 'ough'						
	Punctuation & Grammar Year 3	Cold Task Verbs	Homophones	Prefixes: dis-, mis-, un	Subordinating Conjunctions	Inverted Commas	Hot Task		
	Punctuation & Grammar Year 4	Cold Task Adjectives	Commas after Fronted Adverbials	Expanded Noun Phrases	Editing and Evaluation	Hot Task			
	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing				Title and Author Reason for choosing			
	S&L The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers. Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of Standard English.	Participate in discussions, presentations, performances, role play, improvisations and debates.	Gain, maintain and monitor the interest of the listener(s).
	Reading	<p>Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words,</p> <p>To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.</p>							
		Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative). Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.			
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	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction		
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.		Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.			



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



	Spelling 3 and 4	Possessive Apostrophes with plural words	Year 5 and 6 Word List	Possessive Apostrophes with irregular plurals	Homophones and near homophones	Homophones and near homophones	Year 3 and 4 Word List	Year 3 and 4 Word List	Test week	Cold Task
	Spelling 5 and 6	Cold Task Prepositions	Year 5 and 6 Word List	Prefixes: re-, sub-, inter-	Suffixes Beginning with Vowels	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 3 and 4 Word List		
	Punctuation & Grammar Year 3	Conjunctions to Express Time and cause			Time Conjunctions					
	Punctuation & Grammar Year 4	Cold Task Verb Inflections			Paragraphs					
					Hot Task					
					Cold Task Verb Tenses - Past					
					Prefixes					
					Plural Possessive Apostrophes					
					Subordinate Clauses					
					Organisational Devices					

sentence (statement, exclamation ,question, command), coordination and subordination clause, full stop, capital letter, punctuation, question mark exclamation mark, singular, plural, noun – noun phrase, pronoun, possessive pronoun, adjective, verb, adverb, adverbial, connective, conjunctions, determiners, past tense, present tense, past perfect, present perfect, commas, apostrophe, suffix, prefix, prepositions, direct speech, inverted commas, consonant/vowel



Overview Owls - Year 4 and 5

ENGLISH															
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12		
AUTUMN	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing						Title and Author Reason for choosing							
	S&L The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of 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.	Attending to and building on the contributions of others.	Select and use appropriate registers for effective communication.		
	Reading	Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words, To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.						Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (free verse, narrative). Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence. Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.						Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas and from more than one paragraph and summarising it. Retrieve and record information from non-fiction. Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.	
	Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.														
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction								
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.							
	Spelling 3 and 4	Cold Task Singular and Plural Nouns	Revision of Yrs 1&2 if required	The /l/ sound spelt v – myth.	More Prefixes – dis- and mis- and in-	More Prefixes – il- and im- and irr-	More Prefixes – re- and sub- and inter-	More Prefixes – Super- and anti- and auto-	The suffix -ation	The suffix -ly	The suffix -ly exceptions	Test week	Cold Task		
	Spelling 5 and 6	Words ending -ous and -ious	Words ending -cial	Words ending in -ant, -ance, -ancy	Words ending in -ent, -ence, -ency	Words ending in -able, -ible	Words ending in -ably, -ibly	Adding suffixes beginning with vowel letters to words ending in	Use of the hyphen	I before e except after c	I before e except after c exceptions		Hot task		
	Punctuation & Grammar Year 4	Cold Task Possessive Pronouns	Fronted Adverbials	Prepositions to Express Time and Cause	Plural and Possessive -s	Commas									



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



SPRING	Punctuation & Grammar Year 5		Cold Task Proper Nouns	Adverbs of Possibility	Converting Nouns and Adjectives into Verbs – Suffixes: -ate, -ise, -ify	Tenses: Past & Present Progressive and Present Perfect	Possessive Plural Apostrophes	Expanded Noun Phrases (addition of modifying adjectives, nouns and prepositional phrases) Hot Task	Cold Task Adverbs	Degrees of Possibility – Modal Verbs	Prefixes dis-, de-, mis-, over-, re-	Verb Inflections & Standard English	Using Inverted Commas	Hot Task
	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing				Title and Author Reason for choosing				Title and Author Reason for choosing				
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of Standard English.	Gain, maintain and monitor the interest of the listener(s).	Consider and evaluate different viewpoints.	Attending to and building on the contributions of others.	Select and use appropriate registers for effective communication.		
	Reading	Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words, To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.												
		Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.												
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction							
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.	Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.								
	Spelling 3 and 4	Words containing the letter string ough	-sion, e.g. division	Homophones and other words that are often confused	Suffix -ssion, -tion	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	
	Spelling 5 and 6	Words containing the letter string ough	Words with silent letters	The suffix -ous	Suffix -ssion, -tion	Suffix -sion, -ian	Words with the /k/ sound spelt ch (Greek in origin) - echo	Words with the /f/ sound spelt ff - chef	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que - league	Words with the /s/ sound spelt sc -science	Words with the /eɪ/ sound spelt ei, eigh, or ey - vein	Test week	Cold Task	



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



SUMMER	Punctuation & Grammar Year 4	Cold Task Adjectives	Homophones	Commas after Fronted Adverbials	Expanded Noun Phrases	Editing and Evaluation	Hot Task	Prepositional Phrases	Verb Tense – Present	Inverted Commas	Hot Task
	Punctuation & Grammar Year 5	Cold Task Prepositions	More Prefixes	Coordinating Conjunctions	Using Inverted Commas (Changing the position of the reporting clause)	Parenthesis - Brackets	Commas for Meaning and Clarity Hot Task	Cold Task Determiners	Lining Paragraphs with Adverbials	Direct and Indirect Speech	Hot task
	2 planned Class Books (& why?/ link)									Title and Author Reason for choosing	
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of Standard English.	Participate in discussions, presentations, performances, role play, improvisations and debates.	Gain, maintain and monitor the interest of the listener(s).	Attending to and building on the contributions of others.
	Reading	Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words, To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.									Select and use appropriate registers for effective communication.
		Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Poetry Gain, maintain and monitor the interest of the listener(s).	Subordinating Conjunctions	Lining Paragraphs with Adverbials	Direct and Indirect Speech	Hot Task
	Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children' comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.										
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction				
Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.						
Spelling 3 and 4	Possessive Apostrophes with plural words	Possessive Apostrophes with irregular plurals	Homophones and near homophones	Homophones and near homophones	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Test week	Cold Task



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR





Overview Peregrines – Year 5 and 6

ENGLISH														
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	
AUTUMN	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing										Title and Author Reason for choosing		
	S&L The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of 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.	Attending to and building on the contributions of others.	Select and use appropriate registers for effective communication.	
	Reading	Word Reading - apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. When reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning/s and its correct pronunciation.												
	Reading comprehension strategies should be taught at least 3x per week. Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; recommending books that they have read to their peers, giving reasons for their choices; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books.	Poetry Learning a wider range of poetry by heart; preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Non-Fiction Retrieve, record and present information from non-fiction. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Fiction Drawing inferences such as inferring characters' feelings, and justifying inferences with evidence. Predict what might happen from details stated and implied. Provide reasoned justification for their ideas	Poetry Learning a wider range of poetry by heart; preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Non-Fiction Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Fiction Identifying how language, structure and presentation contribute to meaning. Discuss evaluate how authors use language, including figurative language, considering the impact on the reader.							
		Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.												
		Handwriting	Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.	Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.										
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction							
	Spelling 3 and 4	The /l/ sound spell - myth.	The /n/ sound spell ou - young	More Prefixes - dis- and mis- and in-	More Prefixes - il- and im- and ir-	More Prefixes - re- and sub- and inter-	More Prefixes - Super- and anti- and auto-	The suffix -ation	The suffix -ly					
	Spelling 5 and 6	Words ending -ious and -tious	Words ending -cial	Words ending in -ant, -ance, -ancy	Words ending in -ent, -ence, -ency	Words ending in -able, -ible	Words ending in -ably, -ibly	Adding suffixes beginning with vowel letters to words ending fer	Use of the hyphen	I before e except after c	I before e except after c exceptions	Test week	Col d Tas k	
										Ending sounds - sure and -ture				



	Punctuation & Grammar Year 5		Cold Task Proper Nouns		Adverbs of Possibility			
	Punctuation & Grammar Year 6		Cold Task Noun Phrases		Converting Nouns and Adjectives into Verbs – Suffixes: -ate, -ise, -ify			
			Modal Verbs and Subjunctive Mood		Tenses: Past & Present Progressive and Present Perfect			
			Suffixes – Nouns and Adjectives to verbs		Relative Clauses			
					Commas			
					Hot Task			
					Expanded Noun Phrases (addition of modifying adjectives, nouns and prepositional phrases) Hot Task			
					Cold Task Pronouns & Possessive Pronouns			
					Adverbs to Show Frequency		Degrees of Possibility – Modal Verbs	
							Prefixes	Prefixes dis-, de-, mis-, over-, re-
	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing			Title and Author Reason for choosing			
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.	Give well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings, maintain attention.	Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of Standard English.
		Poetry Learning a wider range of poetry by heart; preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Non-Fiction Retrieve, record and present information from non-fiction. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Fiction Drawing inferences such as inferring characters' feelings, and justifying inferences with evidence. Predict what might happen from details stated and implied. Provide reasoned justification for their ideas Cracking comprehension 3 x per week	Poetry Learning a wider range of poetry by heart; preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.		Participate in discussions, presentations, performances, role-play, improvisations and debates.	Gain, maintain and monitor the interest of the listener(s),
	Reading	Word Reading - apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. When reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning/s and its correct pronunciation.			Consider and evaluate different viewpoints.			
		Reading comprehension strategies should be taught at least 3x per week. Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; recommending books that they have read to their peers, giving reasons for their choices; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books.				Fiction Identifying how language, structure and presentation contribute to meaning. Discuss evaluate how authors use language, including figurative language, considering the impact on the reader.	Select and use appropriate registers for effective communication. <small>[1.1; 1.8]</small>	
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.		Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Using Inverted Commas
								Hot Task



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR





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