

Hillmead Primary School
English Overview - Objectives

Year 1

Autumn 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
Cave Baby Naughty Bus Astro Girl	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents 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 these books to build up their fluency and confidence - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read other words of more than one syllable that contain taught GPCs - Read words containing common suffixes (Y2) 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Being encouraged to link what they read or hear read to their own experiences - Recognising and joining in with predictable phrases - Learning to appreciate rhymes and poems, and to recite some by heart Understand both the books they can already read accurately and fluently and those they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> - Words containing each of the 40+ phonemes already taught - Apply simple spelling rules and guidance, as listed in English Appendix 1 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2) - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (Y2) - Learning to spell more words with contracted forms (Y2) - Using letter names to distinguish between alternative spellings of the same sound - Forming capital letters 	<ul style="list-style-type: none"> - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) - How words can combine to make sentences - Joining words and joining clauses using <i>and</i> - Sequencing sentences to form short narratives - Separation of words with spaces - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate Sentences - Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] - Use of capital letters, full stops, question marks and 	<ul style="list-style-type: none"> Write sentences by: - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils Develop positive attitudes towards and stamina for writing by: - Writing narratives about personal experiences and those of others (real and fictional) (Y2) - Writing about real events (Y2) - Writing for different purposes (Y2)

	<p>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<ul style="list-style-type: none"> - Explain clearly their understanding of what is read to them - Discussing the sequence of events in books and how items of information are related (Y2) - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2) - Recognising simple recurring literary language in stories and poetry (Y2) - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2) <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them as they read and correcting inaccurate meaning. - Discussing the significance of the title and events. <p>- Participating in discussion about what is read to them, taking turns and listening to what others say</p>	<ul style="list-style-type: none"> - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - Distinguishing between homophones and near-homophones - Apply spelling rules and guidance, as listed in English Appendix 1 	<p>exclamation marks to demarcate sentences</p> <ul style="list-style-type: none"> - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] - Capital letters for names and the personal pronoun <i>I</i> - Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> - Writing down ideas and/or key words, including new vocabulary (Y2) - Evaluating their writing with the teacher and other pupils (Y2) <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - Encapsulating what they want to say, sentence by sentence (Y2) <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - Reading aloud what they have written with appropriate intonation to make the meaning clear (Y2) - Planning or saying out loud what they are going to write about (Y2) - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2) - to make simple edits, corrections and improvements (Y2)
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Autumn 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Iggy Peck, Architect</p> <p>The Magic Bed</p> <p>Julian is a Mermaid</p>	<ul style="list-style-type: none"> - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings - 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 these books to build up their fluency and confidence in word reading - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (Y2) 	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far - Participating in discussion about what is read to them, taking turns and listening to what others say - Explaining clearly their understanding of what is read to them. <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Being encouraged to link what they read or hear read to their own experiences - Recognising and joining in with predictable phrases - Discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read</p>	<ul style="list-style-type: none"> - Words containing each of the 40+ phonemes already taught - Apply simple spelling rules and guidance, as listed in English Appendix 1 - identify vowel digraphs which have been taught and the sounds which they represent. - form capital letters - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2) - using –ing, –ed, –er and –est where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> - How words can combine to make sentences - Separation of words with spaces - Joining words and joining clauses using and - Co-ordination (using <i>or, and, but</i>) - Introduction to capital letters, full stops, question marks and exclamation marks - Capital letters for names and for the personal pronoun <i>I</i> - Expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> - Sequencing sentences to form short narratives - Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) - Correct choice and consistent use of present tense and past tense throughout writing - Regular plural noun suffixes –s or –es [for example, <i>dog,</i> 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense - Discussing what they have written with the teacher or other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <ul style="list-style-type: none"> - Writing narratives about personal experiences and those of others (real and fictional) (Y2) - Writing down ideas and/or key words, including new vocabulary (Y2) - Encapsulating what they want to say, sentence by sentence (Y2) - Evaluating their writing with the teacher and other pupils (Y2)

		<p>accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Discussing the significance of the title and events - Discussing the sequence of events in books and how items of information are related (Y2) - Discussing their favourite words and phrases (Y2) - Answering and asking questions (Y2) 		<p><i>dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <ul style="list-style-type: none"> - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] 	<ul style="list-style-type: none"> - Making simple additions, corrections and edits following discussion with the teacher (Y2)
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Spring 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Send for a Superhero</p> <p>Billy and the Beast</p>	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> - Common exception words - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] - Formation of adjectives using suffixes such as –ful, –less 	<ul style="list-style-type: none"> - Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) - How words can combine to make sentences - Joining words and joining clauses using <i>and</i> - Sequencing sentences to form short narratives - Separation of words with spaces - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate Sentences - Capital letters for names and for the personal pronoun <i>I</i> 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>

Spring 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Lost and Found</p> <p>Pig the Pug</p>	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - Being encouraged to link what they read or hear read to their own experiences - Discussing word meanings, linking new meanings to those already known - Discussing the sequence of events in books and how items of information are related (Y2) Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far - Participating in discussion about what is read to them, 	<ul style="list-style-type: none"> - Using –ing, –ed, –er and –est where no change is needed in the spelling of root words - Apply simple spelling rules and guidance, as listed in English Appendix 1 - Learning to spell more words with contracted forms (Y2) - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] - Formation of adjectives using suffixes such as –ful, –less - Words containing each of the 40+ phonemes already taught - Using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> - How words can combine to make sentences - Joining words and joining clauses using <i>and</i> - Sequencing sentences to form short narratives - Expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> - Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>) - Correct choice and consistent use of present tense and past tense throughout writing - Commas to separate items in a list - How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] - Leaving spaces between words - Co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) - Introduction to capital letters, full stops, question 	<ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> - Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense. Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - Writing narratives about personal experiences and those of others (real and fictional) (Y2) Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - Planning or saying out loud what they are going to write about (Y2) - Writing down ideas and/or key words, including new vocabulary (Y2) - Encapsulating what they want to say, sentence by sentence (Y2)

		<p>taking turns and listening to what others say</p> <p>- Answering and asking questions (Y2)</p>		<p>marks and exclamation marks to demarcate sentences</p> <p>- Using a capital letter for names of people and the personal pronoun 'I'</p>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <p>- Evaluating their writing with the teacher and other pupils (Y2)</p>
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Summer 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
Stanley's Stick Dinosaurs and all that Rubbish	<ul style="list-style-type: none"> - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - Read accurately by blending sounds in unfamiliar words containing GPCs - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - 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 these books to build up their fluency and confidence in word reading - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2) - Read accurately by blending the sounds in words that contain the graphemes taught so far, 	<ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Being encouraged to link what they read or hear read to their own experiences - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Learning to appreciate rhymes and poems, and to recite some by heart - Discussing word meanings, linking new meanings to those already known - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently (Y2) 	<ul style="list-style-type: none"> - Words containing each of the 40+ phonemes already taught - Using –ing, –ed, –er and –est where no change is needed in the spelling of root words - Apply simple spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - Segmenting spoken words into phonemes and representing these by graphemes - Learning the possessive apostrophe (singular) [for example, the girl's book] - Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) - How words can combine to make sentences - Joining words and joining clauses using <i>and</i> - Sequencing sentences to form short narratives - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs - Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] - Correct choice and consistent use of present tense and past tense throughout writing - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading 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. - Writing narratives about personal experiences and those of others (real and fictional) (Y2) - Planning or saying out loud what they are going to write about (Y2) - Encapsulating what they want to say, sentence by sentence (Y2) - Evaluating their writing with the teacher and other pupils (Y2)

		<ul style="list-style-type: none"> - Discussing the sequence of events in books and how items of information are related (Y2) <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher - Discussing the significance of the title and events - Participating in discussion about what is read to them, taking turns and listening to what others say 		<ul style="list-style-type: none"> - Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) (Y2) - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate Sentences - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] (Y2) 	
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Summer 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Beegu</p> <p>The Odd Egg</p> <p>Here Comes Mr Postmouse</p>	<p>- Apply phonic knowledge and skills as the route to decode words</p> <p>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>- Read accurately by blending sounds in unfamiliar words containing GPCs</p> <p>- Read other words of more than one syllable that contain taught GPCs</p> <p>- 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</p> <p>- Re-read these books to build up their fluency and confidence in word reading</p> <p>- Re-read these books to build up their fluency and confidence in word reading.</p> <p>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>- Recognising and joining in with predictable phrases</p> <p>- Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>- Recognising simple recurring literary language in stories and poetry (Y2)</p> <p>- Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>- Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>- Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (Y2)</p> <p>- Using the prefix un-</p> <p>- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p>	<p>- How words can combine to make sentences</p> <p>- Separation of words with spaces</p> <p>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>- Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>- How the prefix <i>un-</i> changes the meaning of verbs and adjectives</p> <p>- Joining words and joining clauses using <i>and</i></p> <p>- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> <p>- Uses suffixes and plurals (as listed in the Y1 programme of study)</p> <p>- uses time words to aid sequencing e.g. <i>first</i>, <i>next</i>, <i>then</i></p>	<p>Write sentences by:</p> <p>- Saying out loud what they are going to write about</p> <p>- Composing a sentence orally before writing it</p> <p>- Sequencing sentences to form short narratives</p> <p>- Re-reading what they have written to check that it makes sense</p> <p>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <p>- Writing narratives about personal experiences and those of others (real and fictional) (Y2)</p> <p>- Writing poetry (Y2)</p> <p>- Planning or saying out loud what they are going to write about (Y2)</p> <p>- Writing down ideas and/or key words, including new vocabulary (Y2)</p> <p>Write sentences by:</p>

	<p>become embedded and reading is fluent (Y2)</p> <ul style="list-style-type: none"> - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2) - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (Y2) <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Being encouraged to link what they read or hear read to their own experiences <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far - identifies the beginning, middle and end of stories and pattern in poetry - comments on things that interest them - identifies the meaning of vocabulary in context 		<ul style="list-style-type: none"> - uses simple features correctly e.g. greeting in a letter, numbers in a list... 	<p>Discuss what they have written with the teacher or other pupils</p>
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