



ENGLISH TOPICS OF STUDY

AUTUMN

SPRING

SUMMER

RECEPTION	<p>Introduce the RWI phonics program - children participate daily in activities linked to initial sounds</p> <p>Recognition and formation of individual letter sounds</p> <p>Recognising and writing own name</p> <p>Word building – simple CVC words</p> <p>Sight word recognition</p> <p>Exploring books – paper, electronic, audio, fiction and non-fiction</p>	<p>Continue with the daily RWI phonics program</p> <p>Word building – simple CVC and CVCC/CCVC words</p> <p>Sight word recognition/green and red words</p> <p>Correct formation of individual letters</p> <p>Attempt writing for a variety of purposes</p> <p>Continue to explore books in a variety of formats</p>	<p>Continue with the daily RWI phonics program</p> <p>Work on alphabet letter names</p> <p>Correct formation of individual letter sounds</p> <p>Writing independently for a variety of purposes and in sentences, using phonic knowledge</p> <p>Exploring books – paper, electronic, audio, fiction and non-fiction</p> <p>Continue to share and exchange library books</p>
YEAR 1	<p>A-Z letter names, alphabetical order</p> <p>Grammar: Sentence work incorporating correct punctuation, introduction of nouns & adjectives</p> <p>Writing skills: Weekend, holiday & trip news, character descriptions using adjectives.</p> <p>Handwriting: Practise correct letter formation, introduce capitals</p> <p>Non-Fiction: Factual information, instructions & captions/labels</p> <p>Phonics: Read Write Inc Scheme</p> <p>Reading: Individual reading scheme / Library, Non-fiction books</p>	<p>Grammar: Sentence work incorporating correct punctuation, use of nouns, adjectives & verbs</p> <p>Writing skills: Weekend, holiday & trip news. Traditional tales: recount, sequence, & retell a well-known story. Non-Fiction: Factual information, instructions.</p> <p>Handwriting: Continue correct letter formation and introduce joins</p> <p>Reading: Fiction books – Continue individual reading scheme, guided reading groups & retelling traditional tales. Non-Fiction books – To be able to use books as sources of information.</p> <p>Phonics: Read Write Inc. Scheme</p>	<p>Grammar: Sentence work incorporating correct punctuation, use of nouns, adjectives and verbs.</p> <p>Writing skills: Holiday & trip news, diary entries, thank you cards / postcards, using speech bubbles, factual information & instructions.</p> <p>Handwriting: Introduce joined writing and continue practising correct letter formation</p> <p>Reading: Fiction – Continue individual reading scheme, guided reading groups and retelling well known stories through drama & role play. Non-Fiction – To be able to use books as sources of information.</p> <p>Phonics: Read Write Inc. Scheme</p>

YEAR 2

Writing/Grammar/Comprehension/Spelling

Read Write Inc scheme in differentiated groups.

Handwriting: Continue joined writing and correct letter formation.

Reading: Fiction – Continue individual reading scheme, paired and group reading including play scripts and poetry.

Non-Fiction – To be able to use books as sources of information.

Writing Grammar/Comprehension/Spelling

Read Write Inc scheme in differentiated groups including spelling rules.

Handwriting Continue joined writing and correct letter formation.

Reading: Fiction – continue individual reading scheme, paired and group reading including play scripts and poetry.

Non-fiction – to be able to use books as sources of information.

Read, Write Inc spelling programme

Spelling rule per week.

Weekly grammar: a/an, question and exclamation marks, commas, inverted commas and plural s/es.

Writing writing a letter, writing a postcard and non-fiction writing.

Handwriting: Continue joined writing and correct letter formation.

Reading: Fiction – Continue individual reading scheme, paired and group reading including play scripts and poetry.

Non-Fiction – To be able to use books as sources of information.

YEAR 3

Punctuation and Grammar:

Full stops and capital letters

Consonants and vowels

Adjectives

Conjunctions

Inverted commas for direct speech

Statement / command / question

Sentence openers

Similes

Alliteration

Use of headings and sub-headings

Text: *Charlie and the Chocolate Factory* by Roald Dahl

Writing: setting description, newspaper report, interviewing and debate, writing in role, suspense narrative, letter writing, autobiography, recount, poetry

Punctuation and Grammar:

Alphabetical order and dictionary work

Adverbs

Types of noun

Prepositions

Conjunctions for time and place

Expanded nouns

Word families

Use of paragraphs

Synonyms and homophones

Text: *The Firework Maker's Daughter* by Philip Pullman

Writing: diary, story writing, stories from other cultures, instructions, book review, book blurbs, non-chronological report

Public speaking / poetry preparation

Speech writing

Punctuation and Grammar:

Adverbs

Present perfect tense

Clauses and subordinate clauses

Sentence types: basic, compound, complex

Text: *The Owl who was Afraid of the Dark* by Jill Tomlinson

Writing: play scripts, recount, persuasive letter, comparative writing

Year 3 Showcase

Poetry performance (Grandparent's Day)

Weekly spellings

Reading comprehension

Handwriting competition
Weekly spellings
Reading comprehension

Weekly spellings
Reading comprehension

YEAR 4

Punctuation and Grammar:

Word classes (types of noun, adverbs, prepositions and determiners)
Verb tenses
Paragraphs
Noun phrases and preposition phrases
Fronted adverbials
Inverted commas for direct speech
Use of apostrophes (contraction and possession)
Figurative language

Text: *The Iron Man* by Ted Hughes

Writing: persuasive letter, diary, story openings, newspaper report, descriptive poem, non-chronological report, instructions

Debate
Letter writing competition
Weekly spellings
Reading comprehension

Punctuation and Grammar:

Conjunctions
Sentence types
Fronted adverbials
Direct vs reported speech
Other speech punctuation
Use of commas (introduction)

Text: *Ice Trap* by Meredith Hopper

Writing: writing in role, journal writing, poetry, story writing, biography, newspaper report

Year 4 play
Public speaking / poetry preparation
Speech writing
Weekly spellings
Reading comprehension

Punctuation and Grammar:

Metaphors
Use of commas to separate clauses
Apostrophes with plurals
Possessive pronouns
Determiners
Revision of word classes

Text: *Oranges in No Man's Land* by Elizabeth Laird

Writing: recount, play script, explanation, comparison, poetry, letter writing

Poetry performance (Grandparent's Day)
Weekly spellings
Reading comprehension

YEAR 5

Planning and drafting exercises
Scaffolded writing tasks
Appreciation of class reader
Similes/synonyms
Punctuation of speech revision
Cloze exercises
Dictionary worksheet

Book Boxes
Public speaking/poetry preparation
Development of class reader
Hot-seating/role play
Planning and developing creative writing in more depth
Inferential response to comprehension tasks-how/why/where top work out

Preparation for end of year exams
Extension of pre-test work
Identification of targets following exam (to include holiday work)
Initial interview practice
Extended writing task and presentation to peers
Historical creative writing task (writing in

	Individual speech on hobbies Weekly spellings+ weekly SPAG Weekly reading period	answers Diary entries Weekly spellings+ weekly SPAG Initial pre-test online work	role on a choice of tasks) Play script/conversation layout
YEAR 6	Creative Writing (sensory detail) 11+ Preparation Weekly spellings Weekly SPAG sheets Weekly reading period Language through literature + class reader to look at different cultures/traditions Interview practice Persuasive writing Independent study Pre-test preparation	Environmental Debate Poetry/public speaking preparation Unseen poetry to 11+ level + awareness of themes in poems Using quotations to support an argument Argumentative writing Weekly reading period Weekly SPAG Weekly spellings Characterisation from set texts novel	Preparation for, and production of, end of year exams (to suit a pre-test style) Possible differentiated task on poetry between sets? Feedback from above and identification of targets (to include holiday work) Extended writing ('Island Project') with language used in a variety of ways Use of class reader to develop reading critically
YEAR 7	Introduction to CE Use of class reader (various tasks) Encouraging empathy Initiating a subjective response to poetry Development of an argument Extension of use of quotations Writing for a purpose Sensory creative writing Independent study Extended writing (project) Pre-test preparation Interview practice	Developing a subjective response to a poem (using quotations) Formal written tasks under timed conditions Writing a speech and awareness of audience Bias in the media- extended work to raise pupils awareness Character review/letter writing from class reader	Preparation for/end of year exams (CE format/style) Extensive feedback on above + (guided) self-appraisal Identification of targets Oral book review Creative openings of stories and how to hook a reader in (using examples+ pupils' own ideas)
YEAR 8	Feedback on holiday work Revision/ extension of literary terms Developing more awareness of authorial intent Formal, timed assessments Oral presentations to peers (+ follow-up)	Poetry from other cultures/traditions + SMSC/ British values linked in with study of above Pupil led discussions Preparation for February mocks Identification of targets for Easter	Continued exam preparation Cyclical and progressive revision Choice of own poems to present to peers and to promote appreciation of themes Small group revision sessions (in addition to timetabled lessons)

discussions)
Greater analysis of unseen poetry
Preparation for November exams
Self-appraisal
Peer marking using ISEB exam scheme

revision
Brain-storming on creative tasks and
Chunking ideas to present to peers
Study of model answers
Travel writing + unseen prose passages
Awareness of values through writing

Formal, timed tasks + model answers
Revision quizzes
CE EXAMS