







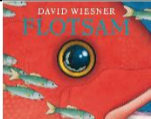


Year One English Overview

	Text	Sentence	Text	Punctuation	Outcome
AUTUMN TERM		Joining words and join clauses using and	Sequence sentences to form short narratives	Introduce capital letters and full stops	Narrative - own version of the story
		Joining words and join clauses using and	Sequence sentences to form short narratives	Introduce capital letters and full stops Introduce question marks	Narrative - own version of the story
		Joining words and join clauses using and	Sequence sentences to form a letter	Introduce question marks Capital letters for names and for the personal pronoun I	Narrative - Letter
		Joining words and join clauses using and	Sequence sentences to form a letter Use descriptive language (colour, size, simple emotions)	Introduce question marks Capital letters for names and for the personal pronoun I	Narrative - Letter
SPRING TERM		Joining words and join clauses using and	Sequence sentences to form a diary Use descriptive language (colour, size, simple emotions)	Introduce question marks and exclamation marks Capital letters for names and for the personal pronoun I	Narrative - diary
		Combining words to make a sentence	Sequence sentences to form a short narrative Use descriptive language (colour, size, simple emotions)	Introduce capital letters and full stops	Narrative - own version
		Joining words and join clauses using and	Sequence sentences to form a short narrative Use descriptive language (colour, size, simple emotions)	Introduce exclamation marks Capital letters for names and for the personal pronoun I	Narrative - own version
SUMMER TERM		Joining words and join clauses using and	Sequence sentences to form a short narrative Use descriptive language (colour, size, simple emotions)	Introduce question marks	Narrative - own version
		Joining words and join clauses using and	Sequence sentences to form a short narrative Use descriptive language (colour, size, simple emotions)	Use possessive apostrophe	Narrative - own version
		Combine words to form information sentences	Sequence sentences to form a short information text	Introduction to capital letters and full stops to demarcate sentences	Information test
Terminology for children	Letter capital letter word singular	plural sentence punctuation, full stop,	question mark, exclamation mark	Present tense Apostrophe comma	


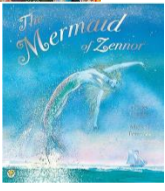
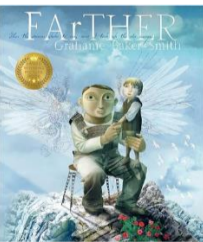



Year Two English Overview



	Text	Sentence	Text	Punctuation	Outcome
AUTUMN TERM		Subordination (when, if, that, because) Co-ordination (or, and, but) Expanded nouns for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of past tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Narrative - own version
		Subordination (when, if, that, because) Co-ordination (or, and, but) Expanded nouns for description and specification	Correct choice and consistent use of past tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Narrative - own version
		Expanded nouns for description and specification	Correct choice and consistent use of past tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Narrative - own version
		Subordination (when, if, that, because) Co-ordination (or, and, but) Expanded nouns for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of past tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate a list	Narrative - own version
SPRING TERM		Subordination (when, if, that, because) Co-ordination (or, and, but) Expanded nouns for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of past tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Narrative - own version
		Subordination (when, if, that, because) Co-ordination (or, and, but) Expanded nouns for description and specification	Correct choice and consistent use of past tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Narrative - own version
		Expanded nouns for description and specification	Correct choice and consistent use of present tense throughout writing	Use of capital letters and full stops.	Information text
SUMMER TERM		Subordination (when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Letters
		Subordination (when, if, that, because) Co-ordination (or, and, but) Expanded nouns for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate a list	Narrative - own version
		Expanded nouns for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Narrative - Diary
Terminology for children	Noun Noun phrase Statement Questions	Exclamation Command Compound Suffix	Adjective Adverb Verb Past tense	Present tense Apostrophe comma	

Year Three English Overview

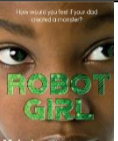
	Text	Sentence	Text	Punctuation	Outcome
AUTUMN TERM		Expressing time place and cause using conjunctions and adverbs	Introduction to paragraphs as a way to group related material Create settings and characters using expanded noun phrases	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Yr2) Commas in a list (Yr2)	Narrative- own version
		Expressing time place and cause using conjunctions and adverbs Use simple compound and complex sentences	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Yr2) Commas in a list (Yr2)	Narrative - own version
		Expressing time place and cause using conjunctions and adverbs or prepositions Use simple compound and complex sentences	Introduction to paragraphs as a way to group related material Create settings and characters using expanded noun phrases	Introduction to inverted commas to punctuate direct speech	Narrative - own version
SPRING TERM		Expressing time place and cause using conjunctions and adverbs or prepositions Use simple compound and complex sentences	Introduction to paragraphs as a way to group related material Create settings and characters using expanded noun phrases	Introduction to inverted commas to punctuate direct speech	Non-chronological report - Stone Age
		Expressing time place and cause using conjunctions and adverbs or prepositions Use simple compound and complex sentences	Introduction to paragraphs as a way to group related material	Introduction to inverted commas to punctuate direct speech	Narrative - Own version
		Expressing time place and cause using conjunctions and adverbs or prepositions	Introduction to paragraphs as a way to group related material Create settings and characters using expanded noun phrases	Introduction to inverted commas to punctuate direct speech	Narrative
SUMMER TERM		Expressing time place and cause using conjunctions and adverbs or prepositions	Create settings and characters using expanded noun phrases	Commas in a list (Yr2)	Narrative - Own version
		Expressing time place and cause using conjunctions and adverbs or prepositions	Use the present perfect form of verbs instead of the simple past tense	Introduction to inverted commas to punctuate direct speech	Narrative - Own ending
		Expressing time place and cause using conjunctions and adverbs or prepositions Use simple compound and complex sentences	Use the present perfect form of verbs instead of the simple past tense	Introduction to inverted commas to punctuate direct speech	Narrative - Own version
Terminology for children	Preposition Conjunction Prefix clause	Subordinate clause Direct speech Consonant Vowel letter	Inverted commas		

Year Four English Overview


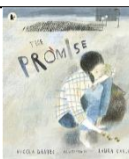

	Text	Sentence	Text	Punctuation	Outcome
AUTUMN TERM		Use cohesive devices within and across sentences and paragraphs including coordinating conjunctions and subordinating conjunctions	Create settings and characters using expanded noun phrases	Use of inverted commas and other punctuation to indicate speech	Narrative - Own version
		Use cohesive devices within and across sentences and paragraphs including expressing time place and cause using conjunctions and adverbs or prepositions Fronted adverbials	Use paragraphs to organise ideas around a theme	Use of commas after fronted adverbials	Narrative - Own version
		Use cohesive devices within and across sentences and paragraphs including expressing time place and cause using conjunctions Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Use paragraphs to organise ideas around a theme Use the present perfect form of verbs instead of the simple past tense Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of commas after fronted adverbials	Narrative - Own version
SPRING TERM		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Use paragraphs to organise ideas around a theme	Use of commas after fronted adverbials	Narrative - Recount
		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate speech	Narrative - Own version
SUMMER TERM		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use verses to organise ideas around a theme		Poetry - Own poem

	Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use paragraphs to organise ideas around a theme	Use of inverted commas and other punctuation to indicate speech	Information text
	Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate speech Apostrophes to mark plural possession	
Terminology for children	Determiner Pronoun Possessive pronoun adverbial			

Year Five English Overview

	Text	Sentence	Text	Punctuation	Outcome
AUTUMN TERM		Indicate degrees of possibility using adverbs or modal verbs	Devices to build cohesion within a paragraph	Use of commas to clarify meaning or avoid ambiguity	Narrative - Own version
		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use different sentence types to create and develop characters	Linking ideas across paragraphs using adverbials of time, place, number or tense choices Develop characters using dialogue and action	Use of commas to clarify meaning or avoid ambiguity	Narrative - Science Fiction story
		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, number or tense choices	Brackets, dashes or commas to indicate parenthesis	Information - Memoir
SPRING TERM		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using adverbs or modal verbs	Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, number or tense choices	Use of commas to clarify meaning or avoid ambiguity	Narrative - Own version
		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Devices to build cohesion within a paragraph	Brackets, dashes or commas to indicate parenthesis	Narrative - Fairytale
SUMMER TERM		Indicate degrees of possibility using adverbs or modal verbs	Devices to build cohesion within a paragraph	Brackets, dashes or commas to indicate parenthesis	Narrative - Historical story
		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using adverbs or modal verbs	Linking ideas across paragraphs using adverbials of time, place, number or tense choices	Brackets, dashes or commas to indicate parenthesis	Information Text - News report
		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Develop characters using dialogue and to advance the action Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, number or tense choices	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	
Terminology for children	Modal verbs Relative pronoun Relative clause parenthesis Bracket Dash Cohesion ambiguity				

Year Six English Overview

	Text	Sentence	Text	Punctuation	Outcome
AUTUMN TERM		Use coordinating conjunctions and subordinating conjunctions to create multi-clause sentences Create multi-clause sentences using 'abstract noun clauses'	Develop characters using dialogue and action (Yr5)	Brackets, dashes or commas to indicate parenthesis (Yr5) Use of commas to clarify meaning or avoid ambiguity (Yr5)	Narrative - Own version
		Indicate degrees of possibility using adverbs or modal verbs (Yr5) Use of the passive to affect the presentation of information in a sentence	Start sentences in different ways (Yr5)		Narrative - Third person
		The difference between structures typical of informal speech and structures appropriate for formal speech and writing - use of question tags	Link ideas across paragraphs using wider range of cohesive devices: repetition of word or phrase, grammatical connections - the use of adverbials, and ellipses	Brackets, dashes or commas to indicate parenthesis (Yr5)	Discussion text
		Indicate degrees of possibility using adverbs or modal verbs (Yr5) Expanded noun phrases to develop character, setting and atmosphere (Yr5)	Use cohesive devices within and across sentences and paragraphs including expressing time place and cause using conjunctions and adverbs or prepositions (Yr4)	Use the semi-colon, colon and dash to mark the boundary between independent clauses	Narrative - A sequel
SPRING TERM		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Yr5) Use of the passive to affect the presentation of information in a sentence Indicate degrees of possibility using adverbs or modal verbs (Yr5)	Link ideas across paragraphs using wider range of cohesive devices: repetition of word or phrase, grammatical connections - the use of adverbials, and ellipses	Use the semi-colon, colon and dash to mark the boundary between independent clauses	Formal letter
		Expanded noun phrases to develop character, setting and atmosphere (Yr5) The difference between structures typical of informal speech and structures appropriate for formal speech and writing - use of question tags or the use of the subjunctive form	Link ideas across paragraphs using wider range of cohesive devices: repetition of word or phrase, grammatical connections - the use of adverbials, and ellipses	Use the semi-colon, colon and dash to mark the boundary between independent clauses	Narrative - Gothic fairytale
		Expanded noun phrases to develop character, setting and atmosphere (Yr5)	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Yr4)	Use the semi-colon, colon and dash to mark the boundary between independent clauses	Information - Witness statement
SUMMER TERM		Expanded noun phrases (senses) to develop character, setting and atmosphere (Yr5) Use different sentence types to create and develop settings and atmosphere	Link ideas across paragraphs using wider range of cohesive devices: repetition of word or phrase, grammatical connections - the use of adverbials, and ellipses	Use the semi-colon, colon and dash to mark the boundary between independent clauses Brackets, dashes or commas to indicate parenthesis (Yr5)	Narrative - Diary writing
		Expanded noun phrases and imagery to develop character, setting and atmosphere (Yr5) Start sentences in different ways (Yr5)	Link ideas across paragraphs using wider range of cohesive devices: repetition of word or phrase, grammatical connections - the use of adverbials, and ellipses Develop characters using dialogue and to advance the action (Yr5)	Use punctuation effectively to create suspense and tension	Narrative - Retell story
		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Yr5) Use of the passive to affect the presentation of information in a sentence Fronted adverbials	Layout devices	Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Comma after a fronted adverbial	Information text - Imaginary creature
Terminology for children	Subject Object Active passive	Synonym Antonym Ellipses hyphen	Colon Semi-colon Bullet points		