

## FS AUTUMN TERM

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8		WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>Key Texts</b> Nonfiction Poetry Fiction  <b>KEY AUTHOR:</b> Julia Donaldson	Elmer									Kipper's Birthday Elf hook A Great Big cuddle (poems for the very young)						
10 to Read Before you Leave..FS  Nonfiction Poetry Fiction	1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. On the Way Home 5. Handa's Surprise 6. The bad-tempered lady bird 7. Peace at Last 8. Astro Girl 9. Each Peach Pear Plum 10. Oi Frog!									1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. On the Way Home 5. Handa's Surprise 6. The bad-tempered lady bird 7. Peace at Last 8. Astro Girl 9. Each Peach Pear Plum 10. Oi Frog!						
<b>Phonics</b>  Yellow= review  Red= HRS words	Baseline assessm ents. (2 days)	s/ <s> /a/ <a> /t/ <t> >/p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1  pull	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll> as, his	Asses s and Revie w as neede d.		/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <	/sh/ <sh> /th/ <th> (voiced and unvoice d) /ng/ <ng> /nk/ <nk> push	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa> was, her	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3 my, you	Assess and Review as needed.
<b>Reading Skills</b>	Text: Elmer			Text: Elmer			Text: Elmer			Text: Poem to match your writing? (could use 'A Great big cuddle' book?)			Text: Kipper's Birthday			Text: Elf Hook
				Skill:			Skill:									Skill:

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yellow= ongoing objectives	<b>Skill:</b> Anticipate - where appropriate - key events in stories Begin to retell stories.	Read individual letters by saying the sounds for them.				Use recently introduced vocabulary Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.			<b>Skill:</b> Use recently introduced vocabulary	<b>Skill:</b> Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Begin to retell stories			Anticipate - where appropriate - key events in stories Begin to retell stories Read a few common exception words matched to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending	
<b>Writing</b>  <b>Writing Skills:</b> <u>Composition (oral)</u> Describing Elmer Narrative - sequencing events <u>Transcription</u>  Hear and record initial sounds in words. Labels	Home visits and staggered start Baseline assessments/settling in Modelling Provision indoor and outdoor Establish classroom rules and routine	Elmer fiction)  To describe a character orally: vocabulary focus  Initial sound bag game	Elmer  Sequencing the story orally  Elmer initial sound game	Elmer  Labelling Elmer using new vocab-initial sounds application	Elmer  Labelling key parts of the story-initial sounds application	Elmer  Elmer themed what's in the box game		Poetry  Poems linked to Bonfire night and senses  I can see...  I can hear....  (sentence stems given)	Poetry  Linked to Diwali celebration  I can see...  (sentence stems given where needed)	Kipper's Birthday - How do we celebrate a birthday? Link to personal experiences (Oral composition)  What can we see at Kipper's birthday? Short words/captions to describe e.g. a red box	Kipper's Birthday - Invitations - oral composition  Cvc short words/captions- Kipper's birthday wish list	Kipper's Birthday y - Instructions for making jam/ham sandwiches for party  Short words/captions for instructions e.g. put the jam on top	Ten Little Elves - Elf description - new vocab (orally)  Cvc Christmas themed writing	Ten Little Elves - Elf descriptions - label cvc words e.g. hat, bell, elf, red, cuff  Elf description -apply cvc words into short captions e.g. a red hat

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FS SPRING TERM												
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5
Key Texts Nonfiction Poetry Fiction	We're Going on a bear hunt							Not a box Lost in the toy museum				
10 to Read Before you Leave..FS Nonfiction Poetry Fiction KEY AUTHOR: Julia Donaldson	1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. On the Way Home 5. Handa's Surprise 6. The bad-tempered lady bird 7. Peace at Last 8. Astro Girl 9. Each Peach Pear Plum 10. Oi Frog!							1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. On the Way Home 5. Handa's Surprise 6. The bad-tempered lady bird 7. Peace at Last 8. Astro Girl 9. Each Peach Pear Plum 10. Oi Frog!				
Phonics  Yellow= review  Red= HRS words	qu> /ch/ <ch>  we, me, be	sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>  push	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa> /oo/ <oo> (book)  was, her	Week 3 /ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>  they, all, are	Week 4/ow/ <ow> /oi/ <oi> /ear/ <ear> <ow> /air/ <air>	Week 5/ure/ <ure> /er/ <er> /oa/ <ow>  ball, tall  Week 6 review		Review week R:7  said, so, have	Review week R:8  were, out, like	Review week R:9  some, come, there	Review week R:10  little, one, do	Assess and review week R:11  children, love
Reading Skills yellow= ongoing objectives	Text: We're going on a bear hunt  Skill: Retell a story, joining in with repeated refrains		Text: We're going on a bear hunt  Skill: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment		Text: We're going on a bear hunt  Skill: Read simple phrases and sentences made up of words with known letter-sound correspondences and,			Text: Not a Box  Skill: Retell a story, joining in with repeated refrains Re-read these books to build up their confidence in word reading, their		Text: Harry and the Bucket full of dinosaurs.  Skill: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems		Text: Lost in the toy museum  Skill: Say a sound for each letter in the alphabet and at least 10 digraphs.

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					where necessary, a few exception words		fluency and their understanding and enjoyment.	and during role-play.			
<div>Writing</div> <div>Writing Skills: <u>Composition (oral)</u> Narrative - used repeated refrains, inventing</div> <div>Poetry Instructions - how to play hide and seek</div> <div><u>Transcription</u> Begin to write simple captions. Scaffolded narrative using structure 'I can see...I see...' and children complete structure.</div> <div>Instructions - how to play hide and seek</div> <div>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</div>	<div>We're going on a bear hunt - oral storytelling and movement (outdoors)</div> <div>Bear themed CVC caption writing with known graphemes</div>	<div>We're going on a bear hunt - sequencing orally</div> <div>Sequence main events (pictures) in books - oral sequencing/ story telling in groups</div>	<div>We're going on a bear hunt - sequencing and story map</div> <div>- write short captions e.g. the green grass, the deep river, the thick mud</div>	<div>We're going on a polar bear hunt - inventing (changing scenes from the story)</div> <div>Polar bear themed CVC caption writing with known graphemes</div>	<div>We're going on a polar bear hunt - inventing (writing with new scenes)</div> <div>Choose one changed scene to write a simple caption about - taken from class story</div>		<div>Not a box Poetry - labelling our box</div> <div>Label what they think is inside the box - imaginative writing (sticky labels)</div>	<div>Not a box Poetry - class poem</div> <div>Creative writing: 'it is not a stick, it is a...'</div> <div>(sentence stem 'It is not a stick...' given where needed)</div>	<div>Harry and the Bucket full of dinosaurs</div> <div>Creative writing:</div> <div>Describing dinosaurs - using senses to describe</div>	<div>Lost in the toy museum</div> <div>Description</div> <div>- adjectives to describe</div> <div>Character descriptions - short captions/simply sentences e.g. The cat is orange</div>	<div>Lost in the toy museum</div> <div>Instructions</div> <div>- role play and oral instruction giving - how to play hide and seek</div> <div>Oral instructions in groups</div>

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FS SUMMER TERM														
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6	WK7
Key Texts Nonfiction Poetry Fiction KEY AUTHOR: Julia Donaldson	The Very Hungry Caterpillar							Jack and the beanstalk Supertato						
10 to Read Before you Leave..FS  Nonfiction Poetry Fiction	1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. On the Way Home 5. Handa's Surprise 6. The bad-tempered lady bird 7. Peace at Last 8. Astro Girl 9. Each Peach Pear Plum 10. Oi Frog!							1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. On the Way Home 5. Handa's Surprise 6. The bad-tempered lady bird 7. Peace at Last 8. Astro Girl 9. Each Peach Pear Plum 10. Oi Frog!						
Phonics  Yellow= review  Red= HRS words	Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCV C	Assess and review week R:13	Phase 4:5 CCCV CC -er -est		Introduce PH5- /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	/oi/ oy /ur/ ir /yoo/ue /or/aw	/w/ wh /f/ ph /yoo/ ew / /oa/oe	/igh/ <i-e> /oa/ <o-e> /yoo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Assess and review week R:14  house, mouse, water	Consolidate gaps
Reading Skills	Text: The Very Hungry Caterpillar	Text: The Very Hungry Caterpillar  Skill: Have some favourite books and be able to talk about them Create own stories based on my interests and stories I have read.		Text: The Very Hungry Caterpillar  Skill: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words			Text: Jack and the beanstalk  Skill: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Text: Jack and the beanstalk  Skill: Have some favourite books and be able to talk about them Create own stories based on my interests and stories I have read.		Text: Supertato!  Skill: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words				

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	<div>Skill: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</div>													
<div>Writing</div> <div>Writing Skills: Composition (oral) Writing Narrative - Talk for writing Narrative - inventing own stories Description Poetry Write simple phrases and sentences that can be read by others using a pattern like 'it is a...' Transcription Scaffolded narrative using structure 'I can see...I see...' and children complete structure. Form lower-case and capital letters correctly. Write recognisable letters, most of</div>	<div>The Very Hungry Caterpillar</div> <div>Describing the main character orally - 'the caterpillar is/has...'</div> <div>Simple silly sentence writing - Where is the caterpillar in the pictures e.g. on top of the sheep (apply newly learnt graphemes)</div>	<div>The Very Hungry Caterpillar</div> <div>Describing the main character - 'the caterpillar is/has...'</div> <div>(sentence stem 'The caterpillar' given)</div>	<div>The Very Hungry Caterpillar</div> <div>Retelling story in sequence - orally retelling</div> <div>Write captions - what did the caterpillar eat over Story S e.g. one red apple</div>	<div>The Very Hungry Caterpillar</div> <div>Retelling story in sequence - retelling</div> <div>Story retell - (sentence stem given 'On Monday... On Tuesday...')</div>	<div>Non-Fiction</div> <div>Butterfly facts (non-fiction) Research, read and oracy</div>	<div>Non-Fiction</div> <div>Butterfly facts (non-fiction)</div> <div>Butterfly fact file (2/3 sentences)</div>		<div>Jack and the beanstalk</div> <div>Giant descriptions - 'The giant is...'</div> <div>'He has...'</div>	<div>Jack and the beanstalk</div> <div>Oral story telling - Jack and the beanstalk (talk for writing)</div>	<div>Jack and the beanstalk</div> <div>Story telling - retell main events Part 1 sentences</div>	<div>Jack and the beanstalk</div> <div>Story telling - retell main events Part 2 sentences</div>	<div>Jack and the beanstalk</div> <div>Story telling - retell main events Part 3 sentences</div>	<div>Supertato</div> <div>Image of each child as a superhero in books</div> <div>Transition link - My superpowers. 'I have learnt to...I can...'</div>	<div>Whole class writing practice for year one.</div>

[illegible]

Vocabulary, Grammar and Punctuation  
ONGOING

Terminology for pupils letter, capital letter word, plural sentence punctuation, full stop, question mark, exclamation mark

Y1 AUTUMN TERM															
	WK1	WK2	WK3	WK4	WK5	WK6	WK7		WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>Key Texts</b> Nonfiction Poetry Fiction	Splat's first Day at School. Goldilocks and the Three Bears Fireworks (James Carter)								The Gingerbread Man The Three Little Pigs A Planet full of plastic						
10 to read	1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea								1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea						

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before you leave..Yl  Nonfiction Poetry Fiction  Key Author: Nathan Byron	4. Duck in the truck 5. The Robot and the Bluebird 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon								4. Duck in the truck 5. The Robot and the Bluebird 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon							
Phonics  Yellow= review  Red= HRS words	Asses s and review week REC sprl wk l	REC SPR l WKl D4, WK2 /oo/ (book) /ar/ /ur/ /oo/ (food) /or/  They all are	/ow/ <ow> /oi/ <oi> /ear/ <ear > /air/ <air > /ure/ (WK 4)	/er/ er /oa/ ow  Assess/ Review as necessa ry	Introd uce PH5- Yl AUT l WK 3  /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	/oi/ oy /ur/ ir /(y)oo/ ue /or/aw	/w/ wh /f/ ph /(y)oo/ ew / /oa/oe	Assess and review as neede d.	Or/au Ee/ey Ai/a-e Ee/e-e  please, once	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>  any, many, again	/ee/ <y> /or/ <al> (walk) Revie w week Yl: 4  who, whole	Review week Yl: 5  where, two	Assess and review week Yl: 6	Review week Yl: 7	Assess and review as needed.	
Reading Skills	Key Text: Splat's First Day at School  Reading Skills: Sequencing  Question domain: lc- Number the sentences in the order that they happened...		Key Text: Goldilocks and the Three Bears  Reading Skills: Inference  Question domain: ld- How does ____ feel when..?		Key Text: Fireworks- James Carter  Reading Skills: Vocabulary  Question domain: la-Which word tells you that...?		Key Text: The Gingerbread Man  Reading Skills: Sequencing		Key Text: The Three Little Pigs  Reading Skills: Inference  Question domain: ld- What does ____ tell you about...?		Key Text: A Planet full of plastic  Reading Skills: Retrieval  Question domain: lb- What?					
Writing  (a few accurate sentences is required, not a whole text type).	1. Practise and Apply Character description- SPLAT the Cat  Skill: Five-star sentences,		2. Oral Instructions (How to make porridge)  Skill: Five-star sentences, Sequencing ideas Imperative verbs		3. Main Written Narrative- Goldilocks  Skill: Five-star sentences, Sequencing sentences to form ideas		1. Oral Retell story of the Gingerbread Man (writing one section)  Skill: Five-star sentences Past tense suffix 'ed'		2. Main Written (a few accurate sentences is required, not a whole text type). Recount (Three Little Pigs)  Skill past tense suffix 'ed', time Co-ordinating Conjunctions		3. Practise and Apply (a few accurate sentences is required, not a whole text type).  Description (Three Little Pigs house)					



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Ind. Write	introduction to adjectives (commas in a list for GDS)					Skill: Adjectives Five-star sentences	
Spelling	<b>Spelling Rule Focus:</b> <b>Spelling Rules:</b> The sounds /f/ and /s/, spelt 'ff' and 'ss' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word The sound spelt n before g 'ng' The sound spelt n before k 'nk' The sound /ch/ spelt 'ch' The sound /ch/ spelt -tch' The sound v The /v/ sound at the end of words spelt with 've' <b>HRS words taught:</b> oh, their -le people, Mr, Mrs, your, ask, should would, could, asked, house, mouse, water want, very				<b>Spelling Rule Focus: (see Phonics)</b> The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) The sound /ee/ spelt 'e' and with the vowel digraph 'ee' The vowel digraph 'ea' The vowel digraph 'ie' making the /igh/ and / ee/ sounds <b>HRS words taught:</b> please, once, any many, again, who, whole, where, two		

### Y1 SPRING TERM

	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	
Key Texts Nonfiction Poetry Fiction	Mr Gumpy's Motor Car. Brave Bitsy and the Bear The Big Book of Beasts							Beegu (Alexis Deacon) A first book of animals Man on the Moon					
10 to read before you leave..Y1 Nonfiction Poetry Fiction  Key Author: Nathan Byron	1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea 4. Duck in the truck 5. The Robot and the Bluebird 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon							1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea 4. Duck in the truck 5. The Robot and the Bluebird 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon					
Phonics	PH5- /ow/ <ou>	/ (y)oo/ue /or/aw /f/ ph / (y)oo/	Or/au Ee/eu	oa/ <o- e>/ (y)oo/ <u-e>	REVIEW/A SSESS			/ai/ <a> (acorn) /ai/ <ey>	/oa/ <o> (go)	/ur/ <or> (world) /ur/ <ear>	/air/ <are> (care) /air/ <ere>	Ass ess and	/ar/ <al> (half)

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	/igh/ <ie> /ee/ <ea> oi/ oy /ur/ ir	ew / /oa/oe	Ai/a-e Ee/e-e igh/ <i-e> /	/s/ <c>  any, many, again /ee/ <y> /or/ <al> (walk)			(they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)  /u/ <o> (brother) Review week Yl:10	/o/ <a> (was) /oo/ <u> (push) /y/+oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)  here, sugar, friend /j/ <g> (gem) /j/ <ge>(fri nge) /j/ <dge> (bridge) /s/ <st> (listen)	(learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)  because  /s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	(there) /air/ <ear> (pear) /ch/ <tch> (catch)  /z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	revi ew wee k Yl:11	/or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptiou s) /sh/ <ci> (delicious) -ous, -ion, -ian
Reading Skills	Key Text: Mr Gumpy's Motorcar  Reading Skills: Sequencing  Question domain: Ic- Number the sentences in the order that they happened...	Key Text: Brave Bitsy and the Bear  Reading Skills: Inference  Question domain: Id- How does ____ feel when...?	Key Text: The Big Book of Beasts  Reading Skills: Retrieval  Question domain: Ib- Give one...	Key Text: Beegu  Reading Skills: Inference  Question domain: Id- How does ____ feel when...?	Key Text: A first book of animals  Reading Skills: Retrieval  Question domain: Ib- True or False?	Key Text: Man on the Moon  Reading Skills: Sequencing  Question domain: Ic- What happened after...?						
Writing	(a few accurate sentences is required, not a whole text type).  1. Oral	2. Main Written  Non-chronological report (animal or pet)  Skill:	3. Practise and Apply  Non-chronological report (transport)	1. Practise and Apply Description of Beegu.  Skill 5 star sentence choice of powerful adjective	2. Main Written Descriptive Letter to Beegu (about themselves)  Skill Capital letter for I/ proper nouns,							

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	<b>Zim Zam Zoom poems</b>  <i>Skill- suffix 'ing', present tense verbs</i>	<i>introduction to question marks Five-star sentences,</i>	<i>Skill: Five star sentences, question marks</i>	<i>Commas in a list</i>	<i>Co-ordinating conjunctions</i>
<b>Spelling</b>	<b>Spelling Rule Focus:</b> The trigraph igh The vowel digraph 'er' (unstressed) 'er' (stressed) The vowel digraph 'ir', 'ur' Adding -er and -est to adjectives where no change is needed to the root word Days of the week/ Common Exception Words  <b>HRS words taught:</b> here, sugar, friend, because,			<b>Spelling Focus: (see Phonics)</b>  The sound /k/ spelt with 'k' not 'c', before e, i and y  The split vowel digraphs 'a-e' and 'e-e'  The split vowel digraphs 'i-e' 'o-e' The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' The vowel digraph 'oo' - very few words have oo at the end The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' <b>HRS words revised from Reception and Y1</b>	

Y1 SUMMER TERM														
	WK1	WK2	WK 3	WK 4	WK5	WK 6		WK1	WK2	WK3	WK4	WK5	WK 6	WK 7
<b>Key Texts</b> Nonfiction Poetry Fiction	Little Red Hen Nadia Hussain: Bake me a story							Grendel. A Cautionary Tale about Chocolate Chocolate Cake(Michael Rosen) From Bean to Bar						
<b>10 to read before you leave..Y1</b> Nonfiction Poetry Fiction  <b>Key Author:</b> Nathan Byron	1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea 4. Duck in the truck 5. The Robot and the Bluebird 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon							1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea 4. Duck in the truck 5. The Robot and the Bluebird 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon						
<b>Phonics</b>	PSC practice	PSC practice	PSC practice	PSC practice	Assess and Review	PSC practice		PSC practice	PSC Practice	/j/ <g> (gem) /j/ <ge>(fringe)	s/ <ce> (fence) /s/ <se> (house)	/z/ <se> (cheese) /z/ <ze> (freeze)	ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session)	/s/ <sc> science /t/ <bt> doubt

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										/j/ <dge> (bridge) /s/ <st> (listen)	/n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	/zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian	/i/ <y> crystal /i/ <u> busy  /n/ <ne> gone /m/ <mn> column /g/ <gh> ghastly <gu> guard /o/ <ou> cough (ELS Phonics will finish in Y2)
Reading Skills	Key Text: Little Red Hen  Reading Skills: Sequencing  Question domain: Ic- Put the sentences in order that they happened.	Key Text: Nadia Hussain: Bake me a story  Reading Skills: Retrieval  Question domain: Ib- What...?	Key Text: Nadia Hussain: Bake me a story  Reading Skills: Retrieval  Question domain: Ib Give two...	Key Text: Grendel. A Cautionary Tale about Chocolate  Reading Skills: Vocabulary  Question domain: Ia- Which word tells you that...?	Key Text: Chocolate Cake(Michael Rosen)  Reading Skills: Inference  Question domain: Id- Why did...?	Key Text: From Bean to Bar  Reading Skills: Retrieval  Question domain: Ia- True or False?								
Writing	Writing I Oral Innovated narrative-based on the story of Little Red Hen. Skill: Question marks Time adverbials	2. Main Written Recipe- innovated 'blueberry and orange soda bread' for Little Red Hen.  Skill: suffixes 'ing' adjectives to describe (commas in a list) Co-	3. Practise and Apply  Tasty Poem- poem about Fruit. Skill: adjectives (commas in a list)	Writing I. Main Written Innovated narrative-Grendel Skill: Five-star sentences Co-ordinating conjunctions ' Time adverbials	2. Practise and Apply Description Skill: Adjectives (commas in a list) Ed/ing suffices	3. Secondary Written Non-fiction text cocoa  Skill Five-star sentences, Co-ordinating conjunctions								

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		ordinating conjunctions				
Spelling	<b>Spelling Focus:</b> The vowel digraphs 'ow' and 'ou' Words ending with the sound /e/ spelt with 'y' The vowel digraph 'or' and the vowel trigraph 'ore' The vowel digraphs 'aw' and 'au' The vowel trigraph 'air' and 'are' The vowel trigraph 'ear' HRS words revised from Reception and Y1			<b>Spelling Focus: (see Phonics)</b> New consonant spelling 'ph' and 'wh' Adding the prefix -un without any change to the spelling of the root word Adding s and es to words Compound words Read words with contractions (Word reading - English) Common Exception Words HRS words revised from Reception and Y1		

### Y2 Vocabulary, Grammar and Punctuation ONGOING

#### Word

Formation of **nouns** using **suffixes** such as -ment, -ness, -er and by compounding [for example, *whiteboard*, *superman*]

Formation of **adjectives** using **suffixes** such as -ful, -less

(A fuller list of **suffixes** can be found on page in the year 2 spelling section in English Appendix I)

Use of the **suffixes** -er, -est in **adjectives** and the use of -ly in Standard English to turn adjectives into **adverbs**

#### Sentence

**Subordination** (using *when*, *if*, *that*, *because*) and **co-ordination** (using *or*, *and*, *but*)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]

How the **grammatical patterns in a sentence** indicate its function as a statement, question, exclamation or command

#### Text

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 [for example, *she is drumming*, *he was shouting*]

#### Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

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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, *the girl's name*]

**Terminology for pupils**

noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Y2 AUTUMN TERM																
	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8		WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>Key Texts</b>  Nonfiction Poetry Fiction	The Three Little Wolves and the Big Bad Pig The way of the wolf Grandad's Island									The Great Explorer Little People Big Dreams: The Life of Amelia Earheart Let's Celebrate! Festival Poems From Around The World						
<b>10 to read before you leave..Y2</b>  Nonfiction Poetry Fiction  <b>Key Author: Roald Dahl</b>	1. George's marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear's Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden									1. George's marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear's Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden						
<b>Phonics</b> Red= HRS words		/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight)	/ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou>	air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch>	Assess and review week Y1:9	/u/ <o> (brother) Review week Y1:10		j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti>	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi>	/s/ <sc> science /t/ <bt> doubt /i/ <y> crystal /i/ <u> busy	Asse ss and Revi ew	n/ <ne> gone /m/ <mn> column /g/ <gh> ghastly <gu> guard /o/ <ou> cough

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			/igh/ <y> (by)	/sh/ <ch> (chef) /e/ <ea> (head)  here, sugar, friend	(shoul der) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)  becaus e	(catch )			/s/ <st> (listen )	/m/ <mb> (lamb)	(patient) /sh/ <ti> -tion (station)	(sessio n) /zh/ <si> (vision ) /sh/ <ti> -tious (scrum ptious) /sh/ <ci> (delici ous) -ous, -ion, - ian			
Reading Skills	Key Text: The Three Little Wolves and the Big Bad Pig  Reading Skills: Inference  Question domain: 1d- How does ____ feel when...?	Key Text: The Ways of the Wolf  Reading Skills: Retrieval  Question domain: 1b- What?	Key Text: Grandad's Island  Reading Skills: Sequencing  Question domain: 1c- Number the sentences in the order that they happened.	Key Text: Coming to England (diversity month)  Reading Skills: Inference  Question domain: 1d- How..?	Key Text: The Great Explorer  Reading Skills: Retrieval  Question domain: 1b- What.?	Key Text: Let's Celebrate! Festival Poems From Around The World  Reading Skills: Vocabulary  Question domain: 1a- Find and copy one word.?	Key Text: Little People Big Dreams: The Life of Amelia Earheart  Reading Skills: Sequencing  Question domain: 1c- Number the events in the order that they happened.								
Writing  Ind writing	1. Main Written Recount - the Big Bad Pig  Skill: Five star sentence Co-ordinating conjunctions and punctuation	2. Second Written Description of wolves  Skill: Five star sentence Expanded noun phrases for description and specification including commas in a list [for example, the blue butterfly, plain flour, the man in the moon]	3. Practise and Apply Recount - Grandad's Island  Skill: Sub-ordinating conjunctions Time adverbials		1. Main Written Narrative - The Great explorer (innovated narrative)  Skill: Verbs - simple past tense Use of the progressive form of verbs in the past	2. Second Written Description - Arctic  Skill Five star sentences Expanded noun phrases (two adjectives separated by a noun including	3. Oral Poetry- festive poem  Skill: past tense verbs	4. Practise and Apply Description Twas the Night before Christmas  Skill: Conjunctions (co-ordination and							

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[illegible]

Y2 SPRING TERM												
	WK 1	WK2	WK3	WK 4	WK5	WK6		WK1	WK2	WK3	WK4	WK5
Key Texts	The Big Book of the UK- London Katie in London							The Twits Revolting Rhymes				



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Nonfiction Poetry Fiction	The great fire of London-anniversary edition Vlad and the Great Fire of London							
10 to read before you leave..Y2 Nonfiction Poetry Fiction Key Author: Roald Dahl	1. George’s marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear’s Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden							1. George’s marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear’s Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden
Phonics  Red= HRS words	/u/ <ou> tough <oo> flood /h/ <wh> whole /f/ <gh> rough /w/ <u> peng uin	/ai/ <aigh> straight /ee/ <ei> ceiling <i> police /igh/ <eye> eyelash <is> island <uy> buy /oa/ <ough> dough <eau> plateau	/ar/ <ear> heart /ur/ <our> colour <re> centre /oo/ <o> move <ou>group /oo/ <ui> juice <oe> shoe	/or/ <ar> warm <oar> roar <oor> floor <ore> more /ow/ <ough> plough /air/ <ar> scary	Asses s and Revie w	Review all previousl y taught GPCs for reading and spelling		Review all previously taught GPCs for reading and spelling
Reading Skills	Key Text: The Big Book of the UK-London  Reading Skills: Vocabulary	Key Text: Katie in London  Reading Skills: Retrieval  Question domain: Ib- True or False	Key Text: Vlad and the Great Fire of London  Reading Skills: Sequencing  Question domain:		Key Text: Great Fire of London-Emma Adams  Reading Skills: Sequencing	Key Text: The Twits  Reading Skills: Vocabulary  Question domain: Ia- The word ____ means the same as...?	Key Text: Revolting Rhymes  Reading Skills: Retrieval  Question domain: Ib- Give one...	

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	Question domain: 1a- Which word tells you that.?		Put the events in the order that they happened.		Question domain: 1c- Number the events in the order that they happened																																																																						
Writing	1. Main Written Description - London <i>Skill: apostrophes for possession.</i>	2. Practise and Apply Non-chronological report - London <i>Skill: Co-ordinating and Sub-ordinating conjunction including commas</i>	2. Second written Katie in London - Innovative story <i>Skill: Co-ordinating and Sub-ordinating conjunction including commas Time adverbials</i>		1.Oral Fire poetry-acrostic  <i>Skill: adding er and est suffixes</i>	2. Main Written Narrative - The Twits  <i>Skill: apostrophes for possession Use of subordinating and coordinating conjunctions.</i>	3. Second Written Recount- Visit  <i>Skill: Use of subordinating and coordinating conjunctions including commas.</i>																																																																				
Spelling	<table><tr><th colspan="7">Year 2/Primary 3: Spring 1</th></tr><tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6 CWs</th></tr><tr><td>Day 1</td><td>/l/ spelled &lt;el&gt;</td><td>Doubling consonants of CVC words when adding a suffix -ed /id/</td><td>Doubling consonants of CVC words when adding a suffix -er</td><td>Doubling consonants of CVC words when adding a suffix -y</td><td>Homophones</td><td>/oa/ spelled &lt;o&gt;</td></tr><tr><td>Day 2</td><td>/l/ spelled &lt;le&gt;</td><td>Doubling consonants of CVC words when adding a suffix -ed /t/</td><td>Doubling consonants of CVC words when adding a suffix -er</td><td>Doubling consonants of CVC words when adding a suffix -est</td><td>Homophones</td><td>/e/ and /ee/ spelled &lt;e&gt;</td></tr><tr><td>Day 3</td><td>/l/ spelled &lt;al&gt;</td><td>Doubling consonants of CVC words when adding a suffix -ed /d/</td><td>Doubling consonants of CVC words when adding a suffix -er</td><td>Doubling consonants of CVC words when adding a suffix -ing</td><td>Homophones</td><td>/oa/ spelled &lt;o&gt;</td></tr></table>			Year 2/Primary 3: Spring 1								Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs	Day 1	/l/ spelled <el>	Doubling consonants of CVC words when adding a suffix -ed /id/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y	Homophones	/oa/ spelled <o>	Day 2	/l/ spelled <le>	Doubling consonants of CVC words when adding a suffix -ed /t/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -est	Homophones	/e/ and /ee/ spelled <e>	Day 3	/l/ spelled <al>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -ing	Homophones	/oa/ spelled <o>		<table><tr><th colspan="7">Year 2/Primary 3: Spring 2</th></tr><tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr><tr><td>Day 1</td><td>Apostrophes for contraction</td><td>Drop &lt;e&gt; and add suffix -ing</td><td>Drop &lt;e&gt; and add suffix -ed /id/</td><td>Drop &lt;e&gt; and add suffix -er</td><td>Drop &lt;e&gt; and add suffix -y</td><td>-tion endings</td></tr><tr><td>Day 2</td><td>Apostrophes for contraction</td><td>Drop &lt;e&gt; and add suffix -ing</td><td>Drop &lt;e&gt; and add suffix -ed /t/</td><td>Drop &lt;e&gt; and add suffix -er</td><td>Drop &lt;e&gt; and add suffix -est</td><td>Common Words: people, busy, water</td></tr><tr><td>Day 3</td><td>Apostrophes for possession</td><td>Drop &lt;e&gt; and add suffix -ing</td><td>Drop &lt;e&gt; and add suffix -ed /d/</td><td>Drop &lt;e&gt; and add suffix -er</td><td>&lt;a&gt; spelled /ar/ and other Common Words</td><td>Common Words: would, should, could /oo/ spelled &lt;oul&gt;</td></tr></table>	Year 2/Primary 3: Spring 2								Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Day 1	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /id/	Drop <e> and add suffix -er	Drop <e> and add suffix -y	-tion endings	Day 2	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /t/	Drop <e> and add suffix -er	Drop <e> and add suffix -est	Common Words: people, busy, water	Day 3	Apostrophes for possession	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	<a> spelled /ar/ and other Common Words	Common Words: would, should, could /oo/ spelled <oul>
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Y2 SUMMER TERM															
	WK1	WK2	WK3	WK4	WK5	WK 6		WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8
Key Texts Nonfiction Poetry Fiction	Vlad and Florence Meerkat Mail Lila an the Secret of the Rain							The Ugly 5 The Giraffe, the Pelly and Me The Big Book of Blooms							
10 to read before you leave..Y2 Nonfiction Poetry Fiction Key Author: Roald Dahl	1. George’s marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear’s Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden							1. George’s marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear’s Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden							
Phonics	Review all previously taught GPCs for reading and spelling							Review all previously taught GPCs for reading and spelling							
Reading Skills	Key Text: Vlad and Florence  Reading Skills: Inference  Question domain: 1d- How can you tell...?	Key Text: Meerkat Mail  Reading Skills: Retrieval  Question domain: 1b- What...?	GAPs to support comprehension				Key Text: The Ugly 5  Reading Skills: Retrieval  Question domain: 1b- Who...?	SATS practice	Key Text: The Big Book of Blooms  Reading Skills: Vocabulary  Question domain: 1a. Which word tells you that..?	Key Text: The Giraffe, the Pelly and Me  Reading Skills: Inference  Question domain: 1d- How does ____ feel when...?					

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Writing	<p>1. Main Written Instructions (Teeth cleaning - link to Paddington )</p> <p>Skill: Five star sentences Recap on ! and ? Tenses (past and present)</p>	<p>2. Second written Biography/Non-fiction text: Florence</p> <p>Skill- Co-ordinating and sub-ordinating conjunctions</p>	<p>3. Practise and Apply Recount - visit</p> <p>Skill: Expanded noun phrases (two adjectives separated by a noun including commas in a list) Co-ordinating and sub-ordinating conjunctions</p>		<p>1. Main Written (2 WEEK) Narrative - Catch it</p> <p>Skill:</p> <p>time adverbial starters (FLOW) apostrophes for possession</p>	<p>2. Practise and Apply (1 week) Instructions (plant a seed)</p> <p>Skill:</p> <p>Apply Suffixes (consolidations) TENSE (starters) Adverbs (carefully, sensibly)</p>	<p>3. Second Written (2 weeks) Descriptions - FOREST/WOODS</p> <p>Skill: Expanded noun phrases (two adjectives separated by a noun including commas in a list) Conjunctions</p>	<p>4 Oral Poetry (2 weeks )</p> <p>Shape poetry</p> <p>Skill: Use of language Review and gaps</p>
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## Spelling

The suffixes -ment, -ness and -ful  
The suffixes -less and -ly  
Words ending in -tion  
Contractions  
The possessive apostrophe  
Common  
Exception Words

Year 2/Primary 3: Summer 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	How suffixes affect the verb	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness after adding -ful/-less
Day 2	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness with no change to the root word
Day 3	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness with no change to the root word

Year 2/Primary 3: Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5 CWs	Week 6 CWs	Week 7
Day 1	<y> spelling /igh/ or /ee/	Plurals where dropping <y> add an <i> add -es	Comparatives vs superlatives	Doubling consonants of CVC words when adding a suffix -y	Common Words: sugar, eye, again	Review any previously taught content to ensure children have additional practice where required.	
Day 2	Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/	Drop the <y> add an <i> add -es Where <y> is spelling /igh/	Drop the <y> add an <i> add -er	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er	Common Words: any, many, beautiful, hour		
Day 3	Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/	Drop the <y> add an <i> add -es Where <y> is spelling /ee/	Drop the <y> add an <i> add -est	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est	Common Words: parents, sure, clothes		

## Y3 AUTUMN TERM

	W K1	WK2	WK3	WK4	WK5	WK6	WK7	W K 8		WK1	WK 2	WK 3	WK4	WK 5	WK6	WK7
<b>Key Texts</b> Nonfiction Poetry Fiction	Kings of the Wild Earth's Incredible Places- Yellowstone (to support GEOG unit?) The Spacesuit: How a seamstress helped put a man on the moon. Little People Big Dreams: Martin Luther King									Mummification extract Egyptian Cinderella (and tales from other cultures) The Story of Tutankhamun						
<b>10 to read before you leave..Y3</b> Nonfiction Poetry Fiction	1. Werewolf club rules 2. The Dancing Bear- Michael Morpurgo 3. The lion, the witch and the wardrobe 4. Leon and the place between 5. The Dark- Lemony Snickett 6. Tiger Tiger burning bright 7. The Creakers 8. Varjak Paw 9. The Wild Robot									1. Werewolf club rules 2. The Sheep-Pig- Dick King Smith 3. The lion, the witch and the wardrobe 4. Leon and the place between 5. Running on empty-SE Durrat 6. Tiger Tiger burning bright 7. The Creakers 8. Varjak Paw 9. The Wild Robot						

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Key Author: Anthony Browne		10. Egypt Magnified				10. Egypt Magnified					
Reading Skills  Gregory Cool		Key Text: Kings of the Wild  Skills: Vocabulary  Question domain: 2a- Find and copy one word...	Key Text: The Spacesuit  Skills: sequencing  Question domain: 2c-Number the events in the order that they happened.	Key Text: Little People Big Dreams: Martin Luther King  Skills: Retrieval  Question domain: 2b- True or False	Key Text: Mummification  Skills: Sequencing  Question domain: 2c- Put the events in the order that they happened.				Key Text: Egyptian Cinderella (and tales from other cultures)  Skills: Inference  Question domain: 2d- Why..?	Key Text: The Story of Tutankhamun  Skills: Retrieval  Question domain: 2b- True or False?	
Writing  Ind writing		1. Main Written Non-Chronological Report - Brown Bears  Compositional Focus: subordinating and coordinating conjunctions. (revisit from KSI) including commas  Process focus; - discussing and recording ideas	2. Second Written Book Review- (N American book) (extended book review with sections)  Compositional Focus: conjunctions including commas expanded noun phrases including commas  Process focus; - discussing and recording ideas in sections	4. Practice and Apply  Non-Chronological Report - Salendon  Compositional Focus: subordinating and coordinating conjunctions. (revisit from KSI) including commas  Process focus; - discussing and recording ideas	1. Main Written Explanation about mummification Compositional Focus: subordinate clauses (including commas to mark the clause), possessive apostrophes.  Process focus; discussing and recording ideas				2. Oral and written Oral retelling of story (Egyptian Cinderella) Written narrative opening.  Compositional Focus: expanded noun phrases inc. commas, adverb openers including commas, direct speech and punctuation  Process focus; - composing and	3. Practise and Apply  Book Review- Egyptian Cinderella (HAPs to do different book, unseen, as a challenge) Compositional Focus: conjunctions and expanded noun phrases in a	3. Practise and Apply Descriptive Poetry: (introduce children to a range including haiku)  (oral performance following written)  Compositional Focus: expanded noun phrases and choice of vocabulary,  Process focus; read aloud their own writing, to a group or the whole class, using appropriate

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						rehearsing sentences orally	book review.  Process focus; - discussing and recording ideas	intonation and controlling the tone and volume so that the meaning is clear.
Word level grammar knowledge	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]		Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

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						in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			
<u>Sentence Level knowledge</u>	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]					Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]	Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]	adverbs [for example, then, next, soon, therefore ],	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]
<u>Text Level grammar</u>	Introduction to <b>paragraphs</b> as a way to group related material <b>Headings</b> and <b>sub-headings</b> to aid presentation Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]					Introduction to <b>paragraphs</b> as a way to group related material <b>Headings</b> and <b>sub-headings</b> to aid presentation  Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]			
<u>Punctuation</u>	Full stops Exclamation marks Question marks (recap KSI)	Use of commas for a list and to mark a clause		Full stops Exclamation marks Question marks (recap KSI)  Use of commas for a list and to mark a clause		Full stops Exclamation marks Question marks (recap KSI)  Use of commas for a list and to mark a clause	Introduction to <b>inverted commas</b> to punctuate direct speech	Introduction to <b>inverted commas</b> to punctuate direct speech	



## Ecclesfield Primary School English Overview 2025-2026

<b>Terminology for pupils</b>	preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter	preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter	preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter		preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter	preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter	direct speech, consonant, consonant letter vowel, inverted commas (or 'speech marks')	preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
<b>Spelling</b>	ELS: Essential Spelling (Year 2)					ELS Essential Spelling and Word Knowledge		

## Ecclesfield Primary School English Overview 2025-2026

Year 2/Primary 3: Summer 2								Year 3 / Primary 4		
	Week 1	Week 2	Week 3	Week 4	Week 5 CWs	Week 6 CWs	Week 7		Autumn 1	Autumn 2
Day 1	<y> spelling /igh/ or /ee/	Plurals where dropping <y> add an <i> add -es	Comparatives vs superlatives	Doubling consonants of CVC words when adding a suffix -y	Common Words: sugar, eye, again	Review any previously taught content to ensure children have additional practice where required.		Week 1	Introduction: jump, move	Su
Day 2	Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/	Drop the <y> add an <i> add -es Where <y> is spelling /igh/	Drop the <y> add an <i> add -er	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er	Common Words: any, many, beautiful, hour			Week 2	Suffix: -ly	Su -al
Day 3	Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/	Drop the <y> add an <i> add -es Where <y> is spelling /ee/	Drop the <y> add an <i> add -est	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est	Common Words: parents, sure, clothes			Week 3	busy	mi
								Week 4	Suffix: -ward	his
								Week 5	possess	va
								Week 6	Plurals	Su

Y3 SPRING TERM												
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5
<b>Key Texts</b> Nonfiction Poetry Fiction	Theseus and the Minotaur Ancient Greek Myths (Marcia Williams)							Falling Out Of The Sky First Olympics of Ancient Greece				
10 to read before you leave..Y3 Nonfiction Poetry Fiction	1. Werewolf club rules 2. The Sheep-Pig- Dick King Smith 3. The lion, the witch and the wardrobe 4. Leon and the place between 5. Running on empty-SE Durrat 6. Tiger Tiger burning bright 7. The Creakers 8. Varjak Paw							1. Werewolf club rules 2. The Sheep-Pig- Dick King Smith 3. The lion, the witch and the wardrobe 4. Leon and the place between 5. Running on empty-SE Durrat 6. Tiger Tiger burning bright 7. The Creakers 8. Varjak Paw				

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	9. The Wild Robot 10. Egypt Magnified			9. The Wild Robot 10. Egypt Magnified				
Phonics	Revise where necessary then, follow National Curriculum Spelling. <i>For those children who still require phonics, interventions will be delivered appropriately.</i>							
Reading Skills	<b>Key Text:</b> Theseus and the Minotaur  Skills: sequencing  Question domain: 2c-Number the events in the order that they happened.	<b>Key Text:</b> Theseus and the Minotaur  Skills: inference  Question domain: 2d- How does...feel when..?	<b>Key Text:</b> Ancient Greek Myths- Marcia Williams (Icarus)  Skills: sequencing  Question domain: 2c- Number the events in the order that they happened.	<b>Key Text:</b> Usborne's Greek Myths (Persephone)  Skills: Retrieval  Question domain: 2b- What..?	<b>Key Text:</b> First Olympics of Ancient Greece  Skills: Vocabulary  Question domain: 2a- Find and copy one word.	<b>Key Text:</b> Falling Out Of The Sky  Skills: Infer  Question domain: 2d- Why..?		
Writing	<b>1. Written narrative -</b>  Written narrative section of story Theseus and the minotaur <u>Oral activities to support composition:</u>  Compositional Focus: expanded noun phrases, subordinate clauses including commas to mark a clause direct speech and punctuation  Process focus; composing and rehearsing sentences orally		<b>2. Content focus</b>  News paper article <u>Oral activities to support composition:</u> Interview people about the story Icarus who flew too close to the sun  Compositional Focus: Formal language, inverted commas for speech (recap), verb tenses  Process focus; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		<b>1. Main Written</b>  Persuasive leaflet-digital screen time (RHE)  Compositional Focus: persuasive features (exaggeration, recap of rhetorical questions, flattery), commands, imperative verbs  Process focus; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. composing and rehearsing sentences orally.		<b>2. Practice and Apply</b>  Non-chron report - Olympics  Oral activities to support composition: Orally rehearsing sentences. Pretending speaking report first then writing  Compositional focus: Formal language, time adverbials, facts  Process focus:	<b>3. Secondary Written</b>  Poetry- Haiku about Ancient Greece  Compositional Focus: features of the different poems (and layout), .  Process focus; assessing the effectiveness of their own and others' writing and suggesting improvements or proposing changes to grammar and vocabulary to improve

## Ecclesfield Primary School English Overview 2025-2026

					consistency, including the accurate use of pronouns in sentences
Word Level grammar knowledge	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-] Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]	<b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]  Possessive apostrophe	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]  Contractions	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]  Contractions	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]
Sentence Level Knowledge	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of] Use of commas within these	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of] Use of commas within these	<b>prepositions</b> [for example, before, after, during, in, because of]	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because],  adverbs [for example, then, next, soon, therefore],	
Text Level Grammar		Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	<b>Headings</b> and <b>sub-headings</b> to aid presentation	
Punctuation	Reported vs direct speech.	Reported vs direct speech. (recap)	Commas to mark a clause and in a list	Commas to mark a clause and in a list	

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	Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]																																													
Terminology	preposition, conjunction subordinate clause direct speech inverted commas (or 'speech marks')	Verb tenses (past, present, future, perfect etc) inverted commas (or 'speech marks')	preposition, conjunction subordinate clause direct speech		Poem Haiku																																										
Spelling	ELS Spelling and word knowledge <table><tr><th></th><th>Autumn 2</th><th>Spring 1</th></tr><tr><td>Suffix: -ous</td><td>Suffix: -ous</td><td>Suffix: -ous</td></tr><tr><td>Suffix: -ation</td><td>Prefix: re-, ant</td><td>Prefix: re-, auto-, anti-</td></tr><tr><td>Prefix: medic</td><td>Prefix: mis-, dif-</td><td>Prefix: mis-, dis-, dif-</td></tr><tr><td>Prefix: history</td><td>Prefix: inter-</td><td>Prefix: inter-</td></tr><tr><td>Suffix: vary</td><td>Suffix: quest</td><td>Suffix: quest</td></tr><tr><td>Suffix: -ure</td><td>Prefix: press</td><td>Prefix: press</td></tr></table>			Autumn 2	Spring 1	Suffix: -ous	Suffix: -ous	Suffix: -ous	Suffix: -ation	Prefix: re-, ant	Prefix: re-, auto-, anti-	Prefix: medic	Prefix: mis-, dif-	Prefix: mis-, dis-, dif-	Prefix: history	Prefix: inter-	Prefix: inter-	Suffix: vary	Suffix: quest	Suffix: quest	Suffix: -ure	Prefix: press	Prefix: press	ELS Spelling and word knowledge <table><tr><th></th><th>Spring 1</th><th>Spring 2</th></tr><tr><td>Suffix: -th</td><td>Suffix: -th</td><td>Suffix: -th</td></tr><tr><td>Prefixes: re-, auto-, anti-</td><td>Prefixes: re-, auto-, anti-</td><td>Prefixes: re-, auto-, anti-</td></tr><tr><td>Prefixes: mis-, dis-, dif-</td><td>Prefixes: mis-, dis-, dif-</td><td>Prefixes: mis-, dis-, dif-</td></tr><tr><td>Prefix: inter-</td><td>Prefix: inter-</td><td>Prefix: inter-</td></tr><tr><td>Suffix: quest</td><td>Suffix: quest</td><td>Suffix: quest</td></tr><tr><td>Suffix: press</td><td>Suffix: press</td><td>Suffix: press</td></tr></table>				Spring 1	Spring 2	Suffix: -th	Suffix: -th	Suffix: -th	Prefixes: re-, auto-, anti-	Prefixes: re-, auto-, anti-	Prefixes: re-, auto-, anti-	Prefixes: mis-, dis-, dif-	Prefixes: mis-, dis-, dif-	Prefixes: mis-, dis-, dif-	Prefix: inter-	Prefix: inter-	Prefix: inter-	Suffix: quest	Suffix: quest	Suffix: quest	Suffix: press	Suffix: press	Suffix: press
	Autumn 2	Spring 1																																													
Suffix: -ous	Suffix: -ous	Suffix: -ous																																													
Suffix: -ation	Prefix: re-, ant	Prefix: re-, auto-, anti-																																													
Prefix: medic	Prefix: mis-, dif-	Prefix: mis-, dis-, dif-																																													
Prefix: history	Prefix: inter-	Prefix: inter-																																													
Suffix: vary	Suffix: quest	Suffix: quest																																													
Suffix: -ure	Prefix: press	Prefix: press																																													
	Spring 1	Spring 2																																													
Suffix: -th	Suffix: -th	Suffix: -th																																													
Prefixes: re-, auto-, anti-	Prefixes: re-, auto-, anti-	Prefixes: re-, auto-, anti-																																													
Prefixes: mis-, dis-, dif-	Prefixes: mis-, dis-, dif-	Prefixes: mis-, dis-, dif-																																													
Prefix: inter-	Prefix: inter-	Prefix: inter-																																													
Suffix: quest	Suffix: quest	Suffix: quest																																													
Suffix: press	Suffix: press	Suffix: press																																													

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Y3 SUMMER TERM															
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4		WK 6	WK7	WK8
<b>Key Texts</b> Nonfiction Poetry Fiction	The Great Kapok Tree There's a Rang-Tang In My Bedroom							The Vanishing Rainforest The Last Tree							
10 to read before you leave..Y3 Nonfiction Poetry Fiction	1. Werewolf club rules 2. The Sheep-Pig- Dick King Smith 3. The lion, the witch and the wardrobe 4. Leon and the place between 5. Running on empty-SE Durrat 6. Tiger Tiger burning bright 7. The Creakers 8. Varjak Paw 9. The Wild Robot 10. Egypt Magnified							1. Werewolf club rules 2. The Sheep-Pig- Dick King Smith 3. The lion, the witch and the wardrobe 4. Leon and the place between 5. Running on empty-SE Durrat 6. Tiger Tiger burning bright 7. The Creakers 8. Varjak Paw 9. The Wild Robot 10. Egypt Magnified							
Reading Skills	Key Text: The Great Kapok Tree Skills: Inference Question domain: 2d- Why..?			Key Text: There's a Rang-Tang In My Bedroom Skill: Fact and Opinion Question: 2b: True or False?				Key Text: The Vanishing Rainforest Skills: Vocabulary Question domain: 2a- Find and copy...		Key Text: The Last Tree Skills: Inference Question domain: 2d- How does ...feel?		Use assessments to inform.			
Writing	Writing 1. Oral and written Poetry: Rainforests Compositional Focus: features of the different poems (and layout), . Process focus; assessing the effectiveness of their own and others' writing		2. Main Written Persuasive text - deforestation Compositional Focus: prepositions, recap of persuasive language (recap flattery, exaggeration, commands)		3. Practise and Apply Setting description Compositional Focus: adverbs and length of sentences for effect Process focus: planning and editing			1. Main Written Discussion text- deforestation Compositional Focus: Words to suggest discussion and balance, paragraphing and organising structure Process focus; discussing and recording ideas		2b. Second Written Non-chronological report - Layers of the Rainforest Compositional Focus: layout features, captions and headings Process focus; discussing and recording ideas		3. Practise and Apply Persuasive Letters Saving the rainforests - Compositional Focus: conjunctions and adverbs. Possessive apostrophes. Process focus; composing and rehearsing sentences orally			

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	and suggesting improvements ▫ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Process focus: planning and editing					
Word Level grammar knowledge	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]	Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]  Possessive apostrophe	<b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]  Possessive apostrophe		Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]	Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]  Possessive apostrophe	Possessive apostrophe
Sentence Level Knowledge		Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], Commas to mark a clause  <b>adverbs</b> [for example, then, next, soon, therefore], commas	<b>prepositions</b> [for example, before, after, during, in, because of]		Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because],		<b>prepositions</b> [for example, before, after, during, in, because of]
Text Level Grammar	Use of the <b>present perfect form of verbs</b> instead of the	Introduction to <b>paragraphs</b> as a way to group related material			Introduction to <b>paragraphs</b> as a way to group related material		Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, He

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	simple past [for example, He has gone out to play contrasted with He went out to play]	Headings and sub-headings to aid presentation					has gone out to play contrasted with He went out to play]
Punctuation		Commas Apostrophe for contraction	Introduction to inverted commas to punctuate direct speech		Commas Apostrophe for contraction	Commas Apostrophe for possession	Commas Apostrophe for possession
Terminology	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter	inverted commas (or 'speech marks')		preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter		



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Spelling	Spring 2				Summer 2		
	Suffixes: -ion, -ian				cycle		
	ough letter string				eigh, ei, ey, aigh letter strings		
	ear letter string				Possessive plurals	a s	augh letter string
	ere letter string				letter y as /i/	H	Homophones
	Prefixes: sub-, super-, sur-				ou letter string	e	
					cert		

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Y4 AUTUMN TERM															
	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8		WK1	WK2	WK3	WK4	WK5	WK6 and 7
Key Texts	Stig of the Dump by Clive King A day in the life of a poo, a gnu and you by Mike Barfield (comic strip)									UG (comic strip) Iron Man by Ted Hughes Poetry Pie - Elephants and Peas, Pineapple (Food theme linked to Geography)					
10 to read before you leave ..Y4	1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. The Journey 8. I talk like a river 9. Hilda and the Troll 10. The Wind in the Willows									1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll 10. The Wind in the Willows					
Reading Skills	Key Text: Stig of the Dump  Skills: Prediction	Key Text: Stig of the Dump  Skills: Inference	Key Text: Stig of the Dump A day in the life of a poo, a gnu and you by Mike Barfield (comic strip)  Skills: Vocabulary	Key Text: Stig of the Dump  Skills: Sequencing  Question domain: 2c- Number the		Key Text: UG (comic strip)  Skills: Retrieval	Key Text: Iron Man  Skills: Inference  Question domain: 2d- How does...feel when..?	Key Text: Poetry Pie - Elephants and Peas, Pineapple  Skills: Vocabulary  Question domain: 2a- Which word tells you that..?							

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	Question domain: What do you think ...?	Question domain: 2d- Why?	Question domain: 2a- Find and copy one word meaning..	events in the order that they happened.		Question domain: 2a- What..?		
<b>Writing</b> Key terminology highlighted in yellow <b>Ind</b> <b>writing</b>	<b>1. Main Written STIG Character Description</b>  <b>Compositional Focus:</b> describe STIG using expanded noun phrases including commas in a list  <b>Process focus;</b> - planning and editing	<b>2. Content focus Non-chronological report (Woolley mammoths)</b>  <b>Compositional Focus:</b> Co-ordinating conjunctions to add detail including commas  <b>Process focus;</b> - planning and editing	<b>3 Content focus Explanation linked to Science - Digestive system</b>  <b>Compositional Focus:</b> Co-ordinating conjunctions to add detail including commas  <b>Process focus;</b> - planning and editing	<b>4. Content focus Recount (Visit to Yorkshire Wildlife Park)</b> Oral activities to support composition * Oral retelling of events.  <b>Compositional Focus:</b> Cohesive devices, paragraphs  <b>Process focus;</b> - planning and editing		<b>1. Main Written Narrative Comic Strip (Catch it - Literacy Shed)</b>  Oral activities to support composition Retelling narratives in comic style. Onomatopoeia  <b>Compositional Focus:</b> form of comic strip, speech punctuation.  <b>Process focus;</b> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<b>2. Content focus One sided argument (Iron Man - do we get rid of him?)</b>  Oral activities to support composition -debate  <b>Compositional Focus:</b> Causal conjunctions, formal language  <b>Process focus;</b> thinking aloud	<b>3. Practise and Apply Balanced newspaper report (The Iron Man)</b>  <b>Compositional Focus:</b> pronouns, fronted adverbials  <b>Process focus;</b> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Word level grammar knowledge	* <b>Standard English</b> forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]					Speech and Thought (no need for inverted commas etc)		* <b>Standard English</b> forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

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<b>Sentence level knowledge</b>	* <b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	* Conjunctions (co-ordinating - Y3 recap)		* <b>Fronted adverbials</b> [for example, <i>later that day</i> , <i>I heard the bad news.</i> ]			
<b>Text level grammar</b>		* Use of <b>paragraphs</b> to organise ideas around a theme	* Use of <b>paragraphs</b> to organise ideas around a theme	* Use of <b>paragraphs</b> to organise ideas around a theme		* Use of <b>paragraphs</b> to organise ideas around a theme	
<b>Punctuation</b>	<b>Apostrophes</b> to mark <b>possession</b>  <b>Apostrophes</b> for contraction		Use of <b>commas</b> after subordinate clauses	Use of <b>commas</b> after <b>fronted adverbials</b>			Reported vs direct speech.  Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]
<b>Terminology for pupils</b>	Determiner, <b>pronoun</b> , <b>possessive pronoun</b> Adverbial			<b>Adverbial</b>		Determiner, pronoun, possessive pronoun adverbial	

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Spelling	YEAR 3 ESSENTIAL SPELLING AND WORD KNOWLEDGE						YEAR 3 ESSENTIAL SPELLING AND WORD KNOWLEDGE					
	<b>Summer 1</b>						<b>Summer 2</b>					
	Prefixes: in-, im-, il-, ir-						cycle					
	hap						eigh, ei, ey, aigh letter strings					
	Possessive plurals						augh letter string					
	letter y as /i/						Homophones					
	ou letter string						extreme					
	cert											

Y4 SPRING TERM												
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5
<b>Key Texts</b> Nonfiction Poetry Fiction	Meet me by the Steelmen by Theresa Tomlinson							The Water Horse by Dick King-Smith Here we are by Oliver Jeffers				
10 to read before you leave..Y4 Nonfiction	1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll							1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll				

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Poetry  Fiction Key Author: Onjali Rauf	10. The Wind in the Willows				10. The Wind in the Willows		
Reading Skills	<b>Key Text:</b> Meet me by the Steelmen by Theresa Tomlinson  <b>Skills:</b> Vocabulary  <b>Question domain:</b> 2a- In this sentence, the word ____ is closest in meaning to..?	<b>Key Text:</b> Meet me by the Steelmen by Theresa Tomlinson  <b>Skills:</b> Inference  <b>Question domain:</b> 2d- Explain how ...felt about...	<b>Key Text:</b> The Lost Words (choose a poem from)  <b>Skills:</b> Retrieval  <b>Question domain:</b> 2b- What.?		<b>Key Text:</b> The Water Horse by Dick King-Smith  <b>Skills:</b> Inference  <b>Question domain:</b> 2d- What was ...thinking when...? Explain how you know.	<b>Key Text:</b> The Water Horse by Dick King-Smith  <b>Skills:</b> Retrieval  <b>Question domain:</b> 2b- Give one.	<b>Key Text:</b> Poetry Pie  <b>Skills:</b> Retrieval  <b>Question domain:</b> 2b- Give two...
Writing	<b>Writing 1. Main Written Diary (Meet me by the Steelmen)</b>  <i>Oral activities to support composition</i> - debating - performing speech to intended audience.  <b>Compositional Focus:</b> fact and opinion, modal verbs, conjunctions in a speech. Possessive apostrophes Conjunctions Adverbial starters	<b>2. Practise and Apply Mystery Narrative (Marshmallow monster)</b>  <b>Compositional Focus:</b> In narratives, creating settings, characters and plots using fronted adverbials  <b>Process focus:</b> organising paragraphs around a theme.	<b>3. Second Written Traditional Poetry</b>  <b>Compositional Focus:</b> synonyms to make the writing more engaging.  <b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure,		<b>1. Main Written Explanation (Water Cycle)</b>  <b>Compositional Focus:</b> Sentence structure variation Fronted adverbials Technical language  <b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<b>2. Content focus Speech</b>  <i>Oral activities to support composition</i> - debating - performing speech to intended audience.  <b>Compositional Focus:</b> fact and opinion, modal verbs, conjunctions in a speech. <b>Contractions</b>  <b>Process focus;</b> thinking aloud	<b>3. Practise and Apply Poetry (Narrative - Water)</b>  <b>Compositional Focus:</b> synonyms adverbials  <b>Process focus:</b> discussing writing similar to that which they are planning to write in order to

## Ecclesfield Primary School English Overview 2025-2026

	Process focus; thinking aloud		vocabulary and grammar				understand and learn from its structure, vocabulary and grammar
Word Level grammar knowledge	* Past tense (recap)		* Rhyming patterns * Syllables * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]			* The grammatical difference between plural and possessive -s * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] * Persuasive devices (Fact and opinion, superlatives and comparative adjectives)	* Rhyming patterns * Syllables * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence Level Knowledge		* Show language/Tell language * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases					
Text Level Grammar	* Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	* Use of paragraphs to organise ideas around a theme			* Use of paragraphs to organise ideas around a theme	* Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
Punctuation	Apostrophes to mark possession	Apostrophes for contraction			* brackets (for clarification)	Inverted commas	Inverted commas

## Ecclesfield Primary School English Overview 2025-2026

	Use of commas after subordinate clauses						Apostrophes for contraction																																					
Terminology	pronoun, possessive pronoun	pronoun, possessive pronoun			Adverbial Brackets Paragraphs	Adverbial paragraphs	Apostrophe Inverted commas																																					
Spelling	<div>Year 4 / Primary 5</div> <table><thead><tr><th></th><th>Autumn 1</th></tr></thead><tbody><tr><td>Week 1</td><td>Introduction: sent, heal</td></tr><tr><td>Week 2</td><td>scribe</td></tr><tr><td>Week 3</td><td>act</td></tr><tr><td>Week 4</td><td>note</td></tr><tr><td>Week 5</td><td>favour</td></tr><tr><td>Week 6</td><td>exper</td></tr></tbody></table>					Autumn 1	Week 1	Introduction: sent, heal	Week 2	scribe	Week 3	act	Week 4	note	Week 5	favour	Week 6	exper		<div>YEAR 4 ESSENTIAL SPELLING AND WORD KNOWLEDGE</div> <table><thead><tr><th></th><th>Autumn 2</th><th>Spring</th></tr></thead><tbody><tr><td>1:</td><td>know</td><td>gr</td></tr><tr><td></td><td>cent</td><td>let an str /s/</td></tr><tr><td></td><td>centre</td><td>ch str</td></tr><tr><td></td><td>cid</td><td>gu qu str</td></tr><tr><td></td><td>nat</td><td>Th</td></tr><tr><td></td><td>lieve</td><td>Do co</td></tr></tbody></table>					Autumn 2	Spring	1:	know	gr		cent	let an str /s/		centre	ch str		cid	gu qu str		nat	Th		lieve	Do co
	Autumn 1																																											
Week 1	Introduction: sent, heal																																											
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Y4 SUMMER TERM														
	WK1	WK2	WK3	WK4	WK5	WK 6		WK1	WK2	WK3	WK4	WK5	WK 6	WK 7
Key Texts Nonfiction Poetry Fiction	Romans on the Rampage by Jeremy Strong Little People Big Dreams: Helen Keller							A street through time						
10 to read	1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words							1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words						



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<p>before you leave ..Y4</p> <p>Nonfiction</p> <p>Poetry</p> <p>Fiction</p> <p>Key Author : Onjali Rauf</p>	<p>4. Michael Morpurgo- Butterfly Lion</p> <p>5. Poetry Pie</p> <p>6. Danny, Champion of the World</p> <p>7. Little People Big Dreams: Jemmy Button</p> <p>8. Voices in the Park</p> <p>9. Hilda and the Troll</p> <p>10. The Wind in the Willows</p>				<p>4. Michael Morpurgo- Butterfly Lion</p> <p>5. Poetry Pie</p> <p>6. Danny, Champion of the World</p> <p>7. Little People Big Dreams: Jemmy Button</p> <p>8. Voices in the Park</p> <p>9. Hilda and the Troll</p> <p>10. The Wind in the Willows</p>		
<p>Reading Skills</p>	<p><b>Key Text:</b> Horrible Histories: Rotten Romans</p> <p><b>Skills:</b> Retrieval</p> <p><b>Question domain:</b> What.?</p>	<p><b>Key Text:</b> Romans on the Rampage by Jeremy Strong</p> <p><b>Skills:</b> Retrieval</p> <p><b>Question domain:</b> What.?</p>	<p><b>Key Text:</b> Romans on the Rampage by Jeremy Strong</p> <p><b>Skills:</b> Inference</p> <p><b>Question domain:</b> Explain how.?</p>		<p><b>Key Text:</b> A street through time</p> <p><b>Skills:</b> Retrieval</p> <p><b>Question domain:</b> Give one.?</p>	<p>To be decided based on assessment.</p>	
<p>Writing</p>	<p><b>1. Main Written Playscript (Roman Times)</b></p> <p><b>Compositional Focus:</b> features of playscripts, use of language conjunctions</p> <p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn</p>	<p><b>2. Content focus Narrative-</b> innovated place (Roman fairytale)</p> <p><i>Oral activities to support composition</i></p> <ul style="list-style-type: none"> <li>* hot seating</li> <li>* 'T4W' style retelling</li> </ul> <p><b>Compositional Focus:</b> In narratives,</p>	<p><b>3. Practise and Apply (Biased) newspaper report</b></p> <p><b>Compositional Focus:</b> cohesive devices</p> <p><b>Process focus:</b> composing and rehearsing sentences orally</p>		<p><b>1.. Main Written Instructions (How to be a gladiator)</b></p> <p><b>Compositional Focus:</b> synonyms adverbials</p> <p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to</p>	<p><b>2. Content focus Non-chronological report (Romans)</b></p> <p><i>Oral activities to support composition</i></p> <ul style="list-style-type: none"> <li>Interviewing</li> <li>Hot seating</li> <li>Debate</li> </ul> <p><b>Compositional Focus:</b></p>	<p><b>3. Second Written Book Review</b></p> <p><b>Compositional Focus:</b> adverbials, formal language, Conjunctions to extend (including commas)</p> <p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn</p>

## Ecclesfield Primary School English Overview 2025-2026

	from its structure, vocabulary and grammar	creating settings, characters and plots using fronted adverbials  Process focus: organising paragraphs around a theme.			understand and learn from its structure, vocabulary and grammar	adverbials, organisational devices	from its structure, vocabulary and grammar
Word Level grammar knowledge	* The grammatical difference between plural and possessive -s * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]		* The grammatical difference between plural and possessive -s * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]			* Edit for spelling and grammatical errors.	* Edit for spelling and grammatical errors.
Sentence Level Knowledge	<b>Sentence level knowledge</b> * Adverbials [for example, <i>later that day, I heard the bad news.</i> ]	* Descriptive devices (including Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases) * Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]	* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]		* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]		* Descriptive devices (including Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases) * Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]

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Punctuation	<b>Punctuation</b> * brackets (to add detail using stage directions) * colons (to separate the speaker to the word)	Use of <b>commas</b> after <b>fronted adverbials</b> <b>(Editing focus)</b>	Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]			* Edit for punctuation,	* <b>Apostrophes</b> to mark <b>plural possession</b> [for example, <i>the girl's name, the girls' names</i> ] *Edit for punctuation
Terminology	<b>adverbial</b>	<b>adverbial</b>			<b>adverbial</b>		

Ecclesfield Primary School English Overview 2025-2026

Spelling	YEAR 4 ESSENTIAL SPELLING AND WORD KNOWLEDGE			
	Spring 1		Spring 2	Summer 1
	gram		Prefix: pro-	re-
	letter c and letter string sc as /s/		Prefixes: ad-, ap-, ar-	on-
	ch letter string		Prefixes: con-, com-	sp-
	gue and que letter strings		min-	in-
	The extra u		breath	pi-
	Double consonants			

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	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8		WK1	WK2	WK3	WK4	WK5	WK6	WK7
	The Firework-Maker's Daughter - Phillip Pullman									Odd and the Frost Giants - Neil Gaiman						
Nonfiction Poetry Fiction																
10 to read before you leave..Y5 Nonfiction Poetry Fiction  Key Author: Benjamin Zephaniah	1. Cosmic disco 2. Kensuke's Kingdom 3. King Kong 4. Cosmic (Frank Cottrell Boyce) 5. Wonder 6. A Street Dog named Pup (buy) 7. Beetle Boy 8. One Plastic Bag 9. The Promise 10. Factopia (buy)									1. Cosmic disco 2. Kensuke's Kingdom 3. King Kong 4. Cosmic (Frank Cottrell Boyce) 5. Wonder 6. A Street Dog named Pup (buy) 7. Beetle Boy 8. One Plastic Bag 9. The Promise 10. Factopia (buy)						
Reading Skills	Prediction Retrieval Language and Meaning Clarification Inference Summarising Fluency is focussed on throughout.									Predictions Making comparisons Fluency Words in context Sequencing Linking of events Making comparisons Inference Fluency is focussed on throughout.						
Writing Key terminology highlighted in yellow  Ind writing	1. Main Written  Setting Description  Compositional Focus- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Adverbials to start including commas  Process focus; planning and editing		2. Oral activities to support written outcome Explanation- How does a volcano erupt? Link to Geography lesson where we recreate a volcanic eruption. Compositional Focus- cohesion built with adverbials of time. Subordinate Clauses including commas.		3. Practise and Apply Persuasive Advert - Living Near a Volcano Oral activities to support composition * debating * hot seating * conscience alley  Compositional Focus: selecting appropriate			1. Oral activities to support written outcome Instructions - How to carry out a Viking Raid Skill- cohesion built with adverbials of time and the use of modal verbs		2. Practise and Apply  Non-Chronological Report - Vikings Oral activities to support composition * discussion * hot seating/interview Compositional Focus- selecting appropriate grammar and vocabulary, understanding how such choices can		3. Main Written Narrative- Christmas fantasy story (The Bear and the Hare stimulus) Compositional Focus-cohesive devices in adventure narratives, Process focus; in writing narratives, considering how authors have				

## Ecclesfield Primary School English Overview 2025-2026

		Process focus; planning and editing	grammar and vocabulary, understanding how such choices can change and enhance meaning. Process focus; planning and editing.		change and enhance meaning Process focus; planning and editing	developed characters and settings in what pupils have read, listened to or seen performed
<u>Word Level grammar knowledge</u>	* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]  * Verb prefixes [for example, dis-, de-, mis-, over- and re-]				* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]  * Verb prefixes [for example, dis-, de-, mis-, over- and re-]	
<u>Sentence Level knowledge</u>	* <b>Descriptive language devices including noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases * <b>Fronted adverbials</b> [for example, <i>later that day, I heard the bad news.</i> ]	* <b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek .....	* <b>Fronted adverbials</b> [for example, <i>later that day, I heard the bad news.</i> ]		* <b>Fronted adverbials</b> [for example, <i>later that day, I heard the bad news.</i> ] * <b>Descriptive language devices including noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases	* <b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek .....
<u>Text Level grammar</u>	* Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]		* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]			* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
<u>Punctuation</u>	* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials	* Use of commas to clarify meaning or avoid ambiguity and to punctuate	* Use of commas to clarify meaning or avoid ambiguity and to punctuate		* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials	* Use of commas to clarify meaning or avoid ambiguity and to punctuate

## Ecclesfield Primary School English Overview 2025-2026

		noun phrases and fronted adverbials	noun phrases and fronted adverbials		phrases and fronted adverbials	noun phrases and fronted adverbials
<u>Terminology for pupils</u>	cohesion, ambiguity	modal verb, relative pronoun relative clause cohesion, ambiguity	modal verb, relative pronoun relative clause cohesion, ambiguity	modal verb, relative pronoun relative clause cohesion, ambiguity	modal verb, relative pronoun relative clause cohesion, ambiguity	modal verb, relative pronoun relative clause cohesion, ambiguity
Spelling	YEAR 4 ESSENTIAL SPELLING AND WORD KNOWLEDGE			YEAR 4 ESSENTIAL SPELLING AND WORD KNOWLEDGE		

Y5 SPRING TERM

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	WK1	WK2	WK3	WK4	WK5	WK6	WK1	WK2	WK3	WK4	WK5
<b>Key Texts</b> Nonfiction Poetry Fiction	Spymaster - First Blood Leon Garfield- tales of Shakespeare Macbeth										
10 to read before you leave..Y5 Nonfiction Poetry Fiction  Key Author: Benjamin Zephaniah	1. Cosmic disco 2. Kensuke's Kingdom 3. King Kong 4. Cosmic (Frank Cottrell Boyce) 5. Wonder 6. A Street Dog named Pup (buy) 7. Beetle Boy 8. One Plastic Bag 9. The Promise 10. Factopia (buy)										
Reading Skills	Fluency Words in context Retrieval Inference Prediction Making comparisons Fluency is focussed on throughout.						Fluency Events links to meaning Clarification Summarising Fluency is focussed on throughout.				
Writing	1. Content focus Persuasive Argument - Which of Henry VIII's wives had it 'the worst'?  Oral activities to support composition * debate * discussion * hot seating/interview  Compositional Focus- modal verbs and relative clauses in persuasive advert. Conjunctions including commas				2.Practise and Apply/Oral  Poetry- learn by heart, write poems and then write your own version of a poem - Macbeth Oral activities to support composition * oral retelling poetry  Compositional Focus- perform their own compositions using appropriate intonation,			1. Main Written additional chapter Mystery narrative (Spymaster)  Compositional Focus- dialogue and setting in mysteries Fronted adverbials (including commas)  Process focus; planning and editing			2. Content focus Playscripts Oral activities to support composition * acting * hot seating * conscience alley  Compositional Focus- punctuating playscripts correctly.  Process focus; planning and editing.



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	<p>Process focus; planning using thinking aloud.</p>	<p>volume, and movement so that meaning is clear.</p> <p>Process focus; planning and editing</p>			
Word Level grammar knowledge		<p>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>		<p>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>* Noun choices- archaic language eg hound instead of dog</p>	<p>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>
Sentence Level Knowledge	<p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or (modal verbs [for example, might, should, will, must])</p> <p>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p> <p>* Emotive language including rhetorical questions</p> <p>* Subordinate clauses [because, although, if]</p>	<p>* Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>		<p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek .....</p> <p>* Show language/Tell language</p> <p>* Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p>	<p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek .....</p> <p>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>* Show language/Tell language</p> <p>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p>

## Ecclesfield Primary School English Overview 2025-2026

Text Level Grammar	<ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>		<ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>* Brackets, dashes or commas to indicate parenthesis</li> <li>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</li> <li>* Question marks to mark rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</li> <li>* Use of the colon to introduce a list and use of semi-colons within lists</li> </ul>		<ul style="list-style-type: none"> <li>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</li> <li>* Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> </ul>	<ul style="list-style-type: none"> <li>* Brackets, dashes or commas to indicate parenthesis</li> <li>* Use of commas to clarify meaning or avoid ambiguity - use of Colons, semi colons</li> <li>* Use of the colon to introduce a list and use of semi-colons within lists</li> </ul>
Terminology	<u>Terminology</u> (modal verb, relative pronoun, relative clause, emotive language, rhetorical question)	<u>Terminology</u> (bracket, colons, semi-colon,		<u>Terminology</u> (relative clause, parenthesis, , show/tell language, ellipsis,	<u>Terminology</u> (modal verb, bracket, ambiguity, colons, semi-colons, ,

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Spelling	Year 5 / Primary 6				Year 6 / Primary 7		
		Autumn 1	Autumn 2			Autumn 2	Spring 1
	Week 1	Introduction: fruit, struct	Prefixes: sym-, sys-		Week 1	Prefixes: sym-, sys-	Prefixes: sym-, sys-
	Week 2	Prefix: inter-	Prefix: inter-		Week 2	Prefix: inter-	Prefix: inter-
	Week 3	family	family		Week 3	Suffix: -ous	Suffix: -ous
	Week 4	divide	divide		Week 4	temper	po (m ca)
	Week 5	ough letter string	ough letter string		Week 5	cess	po (m ha)
	Week 6	c and sc as /s/	c and sc as /s/		Week 6	s/ sper	spr

Y5 SUMMER TERM														
	WK1	WK2	WK3	WK4	WK5	WK 6		WK1	WK2	WK3	WK4	WK5	WK6	WK7
Key Texts Nonfiction Poetry Fiction	Grimm Tales - Philip Pullman Charles Dickens: stories (History link)													
10 to read before you leave..Y5 Nonfiction Poetry Fiction  Key Author: Benjamin Zephaniah	1. Cosmic disco 2. Kensuke's Kingdom 3. King Kong 4. Cosmic (Frank Cottrell Boyce) 5. Wonder 6. A Street Dog named Pup (buy) 7. Beetle Boy 8. One Plastic Bag 9. The Promise 10. Factopia (buy)													
Reading Skills	<ul style="list-style-type: none"><li>Words in context</li><li>Retrieval</li><li>Clarification</li><li>Inference</li><li>Summarising</li><li>Decoding and fluency</li></ul>							<ul style="list-style-type: none"><li>Retrieval</li><li>Words in contexts</li><li>Prediction</li><li>How language affects meaning</li><li>Sequencing</li><li>Summarising</li></ul>						

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	Fluency is focussed on throughout.		● Making comparisons Fluency is focussed on throughout.	
Writing	<p>Writing</p> <p>1. Practise and Apply</p> <p>Newspaper report - Grimm Tales</p> <p>Compositional Focus- direct and reported speech</p> <p>Fronted adverbials</p> <p>Process focus; planning and editing</p>	<p>2. Main Written</p> <p>Deconstructing modern fairy tales - Three Little Pigs with a devised final chapter</p> <p>Compositional Focus- building of tension and suspense within a chapter</p> <p>Fronted adverbials including commas</p> <p>Process focus: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>3. Content focus</p> <p>Playscripts - Charles Dickens</p> <p>Oral activities to support composition</p> <p>* acting</p> <p>* hot seating</p> <p>* conscience alley</p> <p>Compositional Focus- punctuating playscripts correctly.</p> <p>Description</p> <p>Process focus; planning and editing.</p>	<p>4. Practise and Apply</p> <p>Non-Chronological Report of Life as a Victorian Child</p> <p>Oral activities to support composition</p> <p>* discussion</p> <p>* hot seating/interview</p> <p>Compositional Focus- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Process focus; planning and editing</p>
Word Level grammar knowledge	<p>Word level grammar knowledge</p> <p>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Word level grammar knowledge</p> <p>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Word level grammar knowledge</p> <p>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Word level grammar knowledge</p> <p>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>
Sentence Level Knowledge	<p>Sentence level knowledge</p> <p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Sentence level knowledge</p> <p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Sentence level knowledge</p> <p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>E.g. The prince, who lived in the ruined castle, decided to seek .....</p>	<p>Sentence level knowledge</p> <p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>

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	<ul style="list-style-type: none"> <li>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> <li>* Emotive language including rhetorical questions</li> <li>* Subordinate clauses [because, although, if]</li> </ul>	<p>E.g. The prince, who lived in the ruined castle, decided to seek .....</p> <ul style="list-style-type: none"> <li>* Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> <li>* Show/Tell Language</li> </ul> <p>Text level grammar</p> <ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</li> </ul>		<ul style="list-style-type: none"> <li>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>* Show language/Tell language</li> <li>* Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> </ul>	<p>E.g. The prince, who lived in the ruined castle, decided to seek .....</p> <ul style="list-style-type: none"> <li>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> <li>* Subordinate clauses [because, although, if]</li> </ul>
Text Level Grammar	<p><u>Text level grammar</u></p> <ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example,</li> </ul>			<p><u>Text level grammar</u></p> <ul style="list-style-type: none"> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example,</li> </ul>	<p><u>Text level grammar</u></p> <ul style="list-style-type: none"> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number</li> </ul>

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	<p>then, after that, this, firstly]</p> <p>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p>		<p>secondly] or tense choices [for example, he had seen her before]</p>	<p>[for example, secondly] or tense choices [for example, he had seen her before]</p> <p>* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p><b>Punctuation</b></p> <p>* Brackets, dashes or commas to indicate parenthesis</p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</p> <p>* Question marks to mark rhetorical questions</p>	<p><b>Punctuation</b></p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</p>	<p><b>Punctuation</b></p> <p>* Brackets, dashes or commas to indicate parenthesis</p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</p> <p>* Use of the colon to introduce a list and use of semi-colons within lists</p>	<p><b>Punctuation</b></p> <p>* Brackets, dashes or commas to indicate parenthesis</p>
Terminology	<p><b>Terminology</b> (modal verb, relative pronoun, relative clause, emotive language, rhetorical question)</p>	<p><b>Terminology</b> (relative pronoun, relative clause, cohesion, , ellipsis, descriptive language, show/tell language)</p>	<p><b>Terminology</b> (highlight key vocab for specific unit)</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p><b>Terminology</b></p> <p>relative pronoun, relative clause, parenthesis, bracket, dash, subordinate clause, layout, heading, subheading</p>

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### Spellings

2	Spring 1	S	Spring 2	S
	fin	f	Hyphens	Pi
	Prefix: pro-	q s	que letter string	cc
	cogn	v	velop	g
	port (meaning carry)	i	ident	Pi cc cc
	port (meaning harbour)	F c	Prefixes: con-, cor-	cc
	spect			st

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Y6 AUTUMN TERM																
	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8		WK1	WK2	WK3	WK4	WK5	WK6	WK7
Key Texts-see RO  Nonfiction Poetry Fiction	Holes by Louis Sachar Little People Big Dreams: Rosa Parks Comic Strip Science- Biology (heart)									Holes by Louis Sachar War Horse (picture book) Private Peaceful						
10 to read before you leave..Y6  Nonfiction Poetry  Fiction  Key Author: Tom Palmer	1.Dark Sky Park 2.Goodnight Mr Tom 3.Storm Breaker 4.Snow White in New York (Short story) 5.Once 6.D Day Dog 7.Reggie Houser has the power 8.The Lion and the Unicorn 9. The Last Bear 10.On the Move: Poems about Migration									1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York 5.Once 6. D Day Dog 7. Reggie Houser has the power 8. The Lion and the Unicorn 9. The Last Bear 10.The Thief who sang storms						
Reading Skills	Key Text: Holes (Wk 1 - 4)  Skill: Retrieval  Question Stem (reviewed so more than one: Who..? What..?)	Key Text: Little People Big Dreams - Rosa Parks (Wk 5 + 6)  Skill: Vocabulary  Question Stem (reviewed so more than one): Find and copy... What does the word...mean in the sentence?		Key Text: Comic Strip Science- Biology (heart)  Skill: Retrieval  Question Stem (reviewed so more than one):  Give one... What...?			Key Text: Holes (Wk 1 - 3)  Skill: Retrieval  Question Stem (reviewed so more than one: What impression do you get of...? Use evidence from the text.		War Horse (Wk 4 + 5)  Skill: Vocabulary  Question Stem (reviewed so more than one)  Which word...? Find and copy one word...? The word...tells you that..?		Private Peaceful (Wk 6 + 7)  Skill: Inference  Question Stem (reviewed so more than one)  Why..? How does ...feel?					



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Reading comps	1 / 2 x a week Separate reading comp taking from Schofield and Sims, Pinpoint or similar				2 x a week Separate reading comp taking from Schofield and Sims, Pinpoint or similar		
Writing	SATS practise tests to be carried out during this half term						
Ind writing	<p>1. Main Written Informal letter (Stanley from Holes) Formal letter (Stanley from Holes)</p> <p>Compositional Focus: Writing for informality - contractions, question tags, vernacular language Writing for formality - technical vocabulary</p> <p>Process focus; planning and editing</p>	<p>2. Practise and Apply Narrative - Road's End</p> <p>Include dialogue practise.</p> <p>Compositional Focus: Noun phrasing and adverbials Cont. with use of clauses..</p> <p>Process focus; planning and editing</p>	<p>3. Practise and Apply Biography - Black History Month</p> <p>Compositional Focus: using bullet points and colon to introduce lists Relative Clauses</p> <p>Process focus; noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>4. Explanation How the heart works</p> <p>Compositional Focus: using tons to explain reasons, parentheses for extra detail Relative Clauses</p> <p>Process focus; planning and editing</p>	<p>1. Main Written Bias Newspaper report - Mr Sir's attack</p> <p>Compositional Focus: use of passive voice and refresh of speech punctuation and split speech, use of brackets and dashes Process focus; planning and editing</p>	<p>2. Secondary Written Setting description, contrasting genres</p> <p>Compositional Focus: Describing settings and atmosphere. Using expanded noun phrases</p> <p>Process focus; - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>3. Practise and apply Narrative about Christmas Truce</p> <p>Include dialogue practise again.</p> <p>Compositional features: Describe settings and atmosphere, use of passive voice, speech punctuation</p> <p>Process focus: planning and editing</p>
Word level grammar knowledge	* The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing				* The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing		
Sentence level knowledge				* The difference between structures typical of informal		* Use of the passive to affect the presenta	

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				speech and structures appropriate for formal speech and writing.			tion of informat ion in a sentence	
Text Level Knowledge	* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections					* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections		
Punctuation	* Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]		Use of the colon to introduce a list and use of semi-colons within lists  Punctuation of bullet points to list information				How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	
Terminology for pupils	subject, object, active, passive, synonym, antonym	subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points				subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points		
Spelling	YEAR 5: ELS					YEAR 5: ELS		

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<b>Autumn 2</b>	Prefixes: sym-, sys-	fi		<b>Spring 1</b>	fin	H	
	cret	P			Prefix: pro-	q st	
	Suffix: -ous	c			cogn	vi	
	temper	p (r c			port (meaning carry)	ic	
	cess	p (r h			port (meaning harbour)	P c	
	sper	s			spect		

Y6 SPRING TERM													
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6
<b>Key Texts- see RO</b> Nonfiction Poetry Fiction	Private Peaceful Poems from the First World War							The Boy in The Striped Pyjamas D-Day Dog					

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<p>10 to read before you leave..Y6</p> <p>Nonfiction Poetry Fiction</p> <p>Key Author: Tom Palmer</p>	<p>1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York 5.Once 6.Armistice Runner 7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms</p>			<p>1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York 5.Once 6.Armistice Runner 7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms</p>		
Reading Skills	<p>Key Text: WK 1 + 2 Private Peaceful</p> <p>Skill: Retrieval</p> <p>Question domain: Why? How? What?</p>	<p>Key Text: Wk 3 + 4 Poems from the First World War (choose one)</p> <p>Skill: Vocabulary</p> <p>Question domain: The word ____ is closest in meaning to...?</p>	<p>Assessments based on need of pupils.</p> <p>(start reading either Dday Dog/The Boy in the striped pyjamas in storytime ahead of spring 2)</p>	<p>Key Text: WK 1 + 2 The Boy in the Striped Pyjamas</p> <p>Skill: Inference</p> <p>Question domain: How can you tell? Why?</p>	<p>Wk 3 + 4 Key Text: The Boy in the Striped Pyjamas</p> <p>Skill: Sequencing</p> <p>Question domain: Number the events in the order that they happened...</p>	<p>WK 5 + 6 Key Text: D-Day Dog</p> <p>Skill: AS APPROPRIATE FROM ASSESSMENT</p> <p>Question domain AS APPROPRIATE FROM ASSESSMENT:</p>
Reading comps	<p>2 / 3 reading comps a week taken from Schofield and Sims, Pinpoint or similar</p> <p>Practise SATs to be carried out this half term</p>			<p>3 / 4 reading comps a week taken from Schofield and Sims, Pinpoint or similar</p> <p>Practise SATs to be carried out this half term</p>		
Writing	<p>1. Main Written</p> <p>Letter writing - formal or informal (from characters in book)</p> <p>Compositional Focus: Use multiword verbs (informal) and single word verbs (formal)-choice of verbs for formality</p> <p>Process focus; planning and editing</p>	<p>2. Content focus</p> <p>Speech- to encourage soldiers to fight in the war</p> <p>Oral activities to support composition</p> <p>* debate</p> <p>* oral retelling</p> <p>Compositional Focus: use of exaggeration</p> <p>Process focus; perform their own compositions, using appropriate intonation, volume, and</p>	<p>3. Practise and Apply</p> <p>Non-chronological report about life on the home front</p> <p>Compositional Focus: Use of cohesion (adverbials, conjunctions, order of paragraphs, pronouns)</p> <p>Process focus; identifying the</p>	<p>1. Main Written</p> <p>Diary entry - Bruno's perspective (Boy in Striped Pyjamas)</p> <p>Include dialogue practise again.</p> <p>Compositional Focus: use of commas to avoid ambiguity and parenthesis to add effect (dashes)</p> <p>Process focus; planning and editing</p>	<p>2. Content Focus</p> <p>Balanced argument - Should children wear school uniform?</p> <p>Oral activities to support composition</p> <p>* debate</p> <p>*conscience alley</p> <p>Compositional Focus: modal verbs and subjunctive form to support balanced /</p>	<p>. Main Written</p> <p>Narrative - retelling a chapter from a different perspective (Boy in Striped Pyjamas)</p> <p>Include dialogue practise again.</p> <p>Compositional Focus: use of commas to avoid ambiguity and parenthesis to add effect (dashes)</p> <p>Process focus; planning and editing</p>

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		movement so that meaning is clear.	audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own		discussion approach Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
Word Level grammar knowledge	* The difference between formal and informal vocabulary – multiword verbs and contractions.	Hyperbole and exaggeration to persuade.		Informal vocabulary – contractions and multi-word verbs. Appropriate vocabulary for time.	Adding suffixes to make comparative adjectives (superlatives)	* How words are related by meaning as <b>synonyms</b> and <b>antonyms</b> [for example, <i>big</i> , <i>large</i> , <i>little</i> ].
Sentence Level Knowledge	Relative clauses to add additional information about characters.	* The difference between structures typical of <b>informal</b> speech and structures appropriate for <b>formal</b> speech and writing	Fronted Adverbials and commas/punctuation	Variation of sentence lengths and structure (short and snappy vs detailed explanation).	<b>Fronted adverbials</b> [for example, <i>later that day</i> , <i>I heard the bad news.</i> ]	<b>Descriptive language devices including noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases * Fronted adverbials [for example, <i>later that day</i> , <i>I heard the bad news.</i> ]
Text Level Grammar	* Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : such as adverbials to link ideas.	* Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections	* Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections	Tenses	Contrasting fronted adverbials for balanced arguments (on one hand, conversely etc)	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections
Punctuation	*Use of commas and brackets in relative clauses.	* Use of the <b>semi-colon</b> , <b>colon</b> and dash to mark the	*Use of commas and brackets in relative clauses	Parenthesis (commas, brackets and dashes).	Colons for lists. Bullet points.	*How <b>hyphens</b> can be used to avoid ambiguity [for example, <i>man eating shark</i> versus

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		boundary between independent clauses Use of the colon to introduce a list and use of semi-colons w Punctuation of bullet points to list information				man-eating shark, or recover versus re-cover]																					
Terminology	subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points					subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points																					
Spelling	YEAR 5 ELS <table><tr><th>Spring 2</th></tr><tr><td>Hyphens</td></tr><tr><td>que letter string</td></tr><tr><td>velop</td></tr><tr><td>ident</td></tr><tr><td>Prefixes: con-, cor-</td></tr></table>					Spring 2	Hyphens	que letter string	velop	ident	Prefixes: con-, cor-	YEAR 5 ELS <table><tr><th>Summer 1</th><th>S</th></tr><tr><td>Prefix: com-</td><td>P</td></tr><tr><td>commun</td><td>P</td></tr><tr><td>gest</td><td>W e</td></tr><tr><td>Prefixes: contra-, contro-</td><td>A rr e b</td></tr><tr><td>cord</td><td>A rr n p sl</td></tr><tr><td>store/staur</td><td></td></tr></table>		Summer 1	S	Prefix: com-	P	commun	P	gest	W e	Prefixes: contra-, contro-	A rr e b	cord	A rr n p sl	store/staur	
Spring 2																											
Hyphens																											
que letter string																											
velop																											
ident																											
Prefixes: con-, cor-																											
Summer 1	S																										
Prefix: com-	P																										
commun	P																										
gest	W e																										
Prefixes: contra-, contro-	A rr e b																										
cord	A rr n p sl																										
store/staur																											

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Y6 SUMMER TERM														
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>Key Texts- see RO</b> Nonfiction Poetry Fiction	The Arrival (Graphic Novel) The Lost Thing (picture book) Skyward: The Story of Female Pilots in WW2? Poems from the Second World War							Journey to Jo'Burg Uncover History: The Maya						
10 to read before you leave..Y6 Nonfiction Poetry Fiction  Key Author: Tom Palmer	1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York 5.Once 6.Armistice Runner 7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms							1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York 5.Once 6.Armistice Runner 7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms						
Reading Skills	Key Text: As appropriate based off assessments  Skill: As appropriate based off assessments  Question domain: As appropriate based off assessments							Key Text: As appropriate based off assessments  Skill: As appropriate based off assessments  Question domain: As appropriate based off assessments						
Reading comps	Carried out daily in lead up to SATs in order to practise speed, mix of styles of questions and unfamiliarity to a text.													
Writing	1. Content Focus supported by oral composition. The Arrival Poem  <u>Oral activities to support composition</u> * debate * oral retelling		3. Practice and Apply The Piano Narrative (1st person)  Compositional Focus: use of commas to avoid ambiguity and parenthesis to add effect (dashes)					1. Main written: Persuasive writing linked to end of the year		Recount: Thornbridge  Compositional Focus: Use of cohesion (adverbials, conjunctions, order of paragraphs, pronouns)		2. Content Focus supported by oral composition. Playscripts Performance of a Midsummer Night's Dream  Compositional Focus:		

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	<p><b>Compositional Focus: use of exaggeration</b></p> <p>Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Process focus; planning and editing</p>	<p><b>Compositional Focus</b> Bringing together planning independently and use of vocabulary and grammatical structures appropriate for audience and purpose.</p> <p>Process focus; planning and editing</p>	<p>Process focus; identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Word Level grammar knowledge	TEACHER LED as needed for moderation/SATS needs.		<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>* How words are related by meaning as synonyms and antonyms</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i>; <i>ask for</i> - <i>request</i>; <i>go in</i> - <i>enter</i>] * How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>	
Sentence Level Knowledge	TEACHER LED as needed for moderation/SATS needs.		<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>* The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were</i></p>		



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			<i>they to come in some very formal writing and speech]</i>	
Text Level Grammar	TEACHER LED as needed for moderation/SATS needs.		* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ], and ellipsis	* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation			Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i> ] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]
Terminology			subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
Spelling				

Speaking and Listening underpins everything we do within English. For a detailed view of how speaking and listening progresses throughout school, please see this [document](#).