



Mill Lane Primary School - LKS2 English Overview 2017-2018

Year 3			
	Autumn	Spring	Summer
Genre	<p>Recounts Adventure stories Fact Files Letters Poetry Non-chronological reports</p>	<p>Recounts Leaflets Poetry Dilemma stories Speeches Adverts Explanations</p>	<p>Character Profiles Diary Writing Instructions and Commands Myths and Legends Character descriptions Newspaper reports Debates</p>
Word reading	<ul style="list-style-type: none"> Reads further exception words, checking alternative pronunciations to secure accurate decoding 	<ul style="list-style-type: none"> Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary. <ul style="list-style-type: none"> Prefixes: in-, un-, dis-, mis- Suffixes: -ness, -ful, -ly 	<ul style="list-style-type: none"> Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary. <ul style="list-style-type: none"> Root words: adding -ing, -ed, -er, -est, -y
Reading Comprehension	<ul style="list-style-type: none"> Uses a dictionary to check the meaning of unfamiliar words Reads independently and discusses their understanding of the text Asks questions to improve their understanding Predicts what might happen based on details stated in the text 	<ul style="list-style-type: none"> Reads books that are structured in different ways Reads for a range of purposes Prepares poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Identifies main ideas drawn from more than one paragraph Participates in discussion about books they have read/heard, taking turns and listening to what others say 	<ul style="list-style-type: none"> Listens to and discusses a range of fiction, poetry, plays, non-fiction, reference and text books, including fairy stories, myths and legends. Draws inferences such as inferring characters' feelings, thoughts and motives based on what they have read Identifies words and phrases that capture the reader's interest and imagination and comments on them.
Transcription	<p>Spell correctly:</p>	<p>Spell correctly:</p> <ul style="list-style-type: none"> Words with the prefixes listed in English Appendix 1 	<p>Spell correctly:</p> <ul style="list-style-type: none"> Words with suffixes beginning with vowel letters to words of more than one syllable

	<ul style="list-style-type: none"> • Words with the /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery) • Words with the /ʌ/ sound spelt ou (young, touch, double, trouble, country) • Composes and rehearses sentences orally (including dialogue), <p>Writing:</p> <ul style="list-style-type: none"> • Uses the diagonal and horizontal strokes that are needed to join letters • Uses conjunctions, adverbs and prepositions to express time, place and cause • uses paragraphs as a way to group related material • Uses the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Writing:</p> <ul style="list-style-type: none"> • understands which letters, when adjacent to one another, are best left unjoined • Discusses writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Plans by discussing and recording ideas in non-narrative material, uses simple organisational devices such as headings and sub-heading • extends the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • Uses the present perfect forms of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) 	<p>(forgetting, forgotten, beginning, beginner,)</p> <ul style="list-style-type: none"> • Words with the suffix -ation (information, adoration,) • Words with endings sounding like /ʒə/ or /tʃə/ (measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure) • Words with endings which sound like /ʒən/ (division, invasion,) • Words with the suffix -ous(see English Appendix 1) • Words with endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian <p>Writing:</p> <ul style="list-style-type: none"> • in narratives, creates settings, characters and plot • assesses the effectiveness of their own and others' writing and suggesting improvements • proof-reads for spelling and punctuation errors • reads aloud their own writing, to a group or the whole class, controlling the tone and volume so that the meaning is clear. • Within sentences, chooses nouns or pronouns appropriately for clarity and to avoid repetition • Understands how word families based on common words are related in form and meaning (see English Appendix 2) • Uses inverted commas to punctuate direct speech • accurately and appropriately uses and understands the following grammatical terminology: adverb, preposition conjunction, word family, prefix, clause,
--	--	--	--

			subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
Spoken Language	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 		
Year 4			
	Autumn	Spring	Summer
Genre	Soliloquies Historical Narrative Play scripts Instructions, Invitations and Menus Letters Reports Myths and Legends Character Profiles Poetry	Recounts and non-chronological reports Calligrams Explanations Leaflets Narrative Postcards/emails Diary Writing Persuasive writing	Poetry and Personification Dilemma Stories Biography Persuasive Letters Ballads Fantasy Text Slogans
Word reading	<ul style="list-style-type: none"> • Reads further exception words, checking alternative pronunciations and using prior knowledge • 	Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary: <ul style="list-style-type: none"> • Prefixes: in- (and rules regarding il-, im-, ir-), re-, sub-, inter-, super-, anti-, auto 	Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary: <ul style="list-style-type: none"> • Suffixes: -ation, -ment

<p>Reading Comprehension</p>	<ul style="list-style-type: none"> • Reads for a range of purposes • Uses a dictionary to check the meaning of unfamiliar words • Identifies words and phrases that capture the reader's interest and imagination and participates in discussion about them • Predicts what might happen based on details stated and implied in the text • Retrieves and records information from non-fiction • Participates in discussion about books they have read/heard, taking turns, asking questions and listening to what others say 	<ul style="list-style-type: none"> • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction, reference and text books • Orally retells a range of familiar fairy stories, myths and legends • Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Reads independently, with understanding, and explains the meaning of words in context • Summarises the main ideas across a text 	<ul style="list-style-type: none"> • Identifies themes and conventions in a wide range of books • Recognises some different forms of poetry (e.g. free verse, narrative poetry) • Draws inferences such as inferring characters' feelings, thoughts and motives and can use evidence from the text to justify these inferences. • Identifies how language, structure and presentation contribute to meaning
<p>Transcription</p>	<ul style="list-style-type: none"> • Begins to use correctly the possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's) (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population) • uses the first two or three letters of a word to check its spelling in a dictionary • ensures lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • expands sentences by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • makes appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition • uses apostrophes correctly to mark singular possession (e.g. the girl's name) • uses inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end 	<p>Spell correctly:</p> <ul style="list-style-type: none"> • Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef, chalet, machine, brochure) • Words with the /s/ sound spelt sc (Latin in origin) (science, scene, discipline, fascinate, crescent) • Words with the /eɪ/ sound spelt ei, eigh, or ey(vein, weigh, eight, neighbour, they, obey) • Uses correctly the possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's) (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population) • writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Writing:</p> <ul style="list-style-type: none"> • writes legibly, with consistency and quality, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; 	<p>Spell correctly:</p> <ul style="list-style-type: none"> • Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus, chemist, echo, character) • Knows and uses the correct spelling of homophones or near-homophones (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's) • Spell all the words in the Y3/4 word list correctly. <p>Writing:</p> <ul style="list-style-type: none"> • Organises the content of paragraphs (usually around a theme) • proposes changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences

	<p>punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p>	<ul style="list-style-type: none"> • reads aloud their own writing using appropriate intonation • uses fronted adverbials • uses commas after fronted adverbials • uses apostrophes correctly to mark plural possession (e.g. the girls' names) 	<ul style="list-style-type: none"> • accurately and appropriately uses and understands the following grammatical terminology: determiner, pronoun, possessive pronoun, adverbial
<p>Spoken Language</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 		