 Mill Lane Primary School – LKS2 English Overview 2018-2019

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|  | Year 3 |
|  | Autumn | Spring | Summer |
| **Genre**  | RecountsAdventure storiesFact FilesLettersPoetryNon-chronological reports | RecountsLeafletsPoetryDilemma storiesSpeechesAdvertsExplanations | Character ProfilesDiary WritingInstructions and CommandsMyths and LegendsCharacter descriptionsNewspaper reportsDebates |
| ***Word reading*** | * Reads further exception words, checking alternative pronunciations to secure accurate decoding
 | * Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary.
	+ Prefixes: in-, un-, dis-, mis-
	+ Suffixes: -ness, -ful, -ly
 | * Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary.
	+ Root words: adding –ing, -ed, -er, -est, -y
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| ***Reading Comprehension*** | * 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
 | * 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
 | * 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.
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| ***Transcription*** | Spell correctly:* Words with the suffix –ous(see English Appendix 1)
* Words with endings sounding like /ʒə/ or /tʃə/ (measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure)
* Words with the /ʌ/ sound spelt ou (young, touch, double, trouble, country)
* Composes and rehearses sentences orally (including dialogue),

Writing:* Uses the diagonal and horizontal strokes that are needed to join letters
* Uses conjunctions and adverbs 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), or adverbs (e.g. then, next, soon, therefore).
* proof-reads for spelling and punctuation errors
* Uses inverted commas to punctuate direct speech
* in narratives, creates settings, characters and plot
 | Spell correctly:* write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
* Words with the suffix –ation (information, adoration,)
* Words with the /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery)
* Words with endings which sound like /ʒən/ (division, invasion,)
* Words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian

Writing:* 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
* Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of)
* Uses prepositions to express time, place and cause
* To understand and use possessive apostrophes.
 | Spell correctly:* Words with the prefixes listed in English Appendix 1
* Words with suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner,)

Writing:* 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)
* 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’)
* 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)
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| ***Spoken Language*** | * 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
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|  | Year 4 |
|  | Autumn | Spring | Summer |
| **Genre**  | SoliloquiesHistorical NarrativePlay scriptsInstructions, Invitations and MenusLettersReportsMyths and LegendsCharacter ProfilesPoetry | Recounts and non-chronological reportsCalligramsExplanationsLeafletsNarrativePostcards/emailsDiary WritingPersuasive writing | Poetry and PersonificationDilemma StoriesBiographyPersuasive LettersBalladsFantasy TextSlogans |
| ***Word reading*** | * 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:* 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:* Suffixes: -ation, -ment
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| ***Reading Comprehension*** | * 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
 | * 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
 | * 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
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| ***Transcription*** | * 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 punctuation within inverted commas (e.g. The conductor shouted, “Sit down!”)
 | Spell correctly:* 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.

Writing:* writes legibly, with consistency and quality, e.g. by ensuring that the downstrokes of letters are parallel and equidistant;
* 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)
 | Spell correctly:* 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.

Writing:* 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
* accurately and appropriately uses and understands the following grammatical terminology: determiner, pronoun, possessive pronoun, adverbial
 |
| ***Spoken Language*** | * Listen and respond appropriately to adults and their peers
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* Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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