 Mill Lane Primary School – LKS2 English Overview 2018-2019

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|  | Year 3 | | |
|  | Autumn | Spring | Summer |
| **Genre** | Recounts  Adventure stories  Fact Files  Letters  Poetry  Non-chronological reports | Recounts  Leaflets  Poetry  Dilemma stories  Speeches  Adverts  Explanations | Character Profiles  Diary Writing  Instructions and Commands  Myths and Legends  Character descriptions  Newspaper reports  Debates |
| ***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 |
| ***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. |
| ***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) |
| ***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 | | |
|  | 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*** | * 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 |
| ***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 |
| ***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 * 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 | | |