

Etherley Lane Primary School – English

Year Group	Areas covered						Knowledge non-negotiables	Vocab and Visits
Reception	<p>‘Learning to Listen’ Environmental and Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral Blending and Segmenting.</p> <p>Read Write Inc. – Set 1 Speed Sounds. Hear and say initial sounds in words. Link sounds to letters, naming and sounding letters of the alphabet. Begin to read words. Give meaning to marks</p>	<p>Read Write Inc. – Set 1 Speed Sounds. Reading Enjoy an increasing range of books. Know that information can be retrieved from books. Segment the sounds in simple words and blend them together. Writing Use clearly identifiable letters to communicate meaning. Segment sounds in simple words and blend them together. Attempt to write short sentences</p>	<p>Read Write Inc. Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. Texts we will focus on this half-term.</p>	<p>Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. Children also write some irregular common words.</p>	<p>Reading Children read some common irregular words. They demonstrate understanding when talking with others about what they have read. Writing Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Texts we will focus on this half-term.</p>	<p>Reading Children read some common irregular words. They demonstrate understanding when talking with others about what they have read. Writing Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		letter word

Etherley Lane Primary School – English

	<p>made as children draw, write and paint. Write own name and other things such as labels and captions.</p> <p>Wordless Books to promote conversation and imagination.</p> <p>Texts we will focus on this half-term. The Gingerbread Man. Spinderella Goldilocks Elmer</p>	<p>in meaningful context.</p> <p>Texts we will focus on this half-term. We're going on a Leaf Hunt. Owl Babies The Enormous Turnip Room on the Broom</p>	<p>Stick Man Little Red Riding Hood Mr Wolf's Pancakes The Bog Baby</p>	<p>Texts we will focus on this half-term. Jack and the Beanstalk Supertato The Gruffalo Handa's Surprise</p>	<p>The Very Hungry Caterpillar Kitchen Disco Fergal is Fuming The Emperor's New Clothes</p>	<p>Texts we will focus on this half-term. The Night Pirates Superworm Aliens love Underpants Hansel and Gretel</p>		
Year 1	<p>RWI Read/ Write Names Story Mountain/ Board Talk for writing Story Language Dictated letters/ sounds/sentences linked to phonics progress</p>	<p>RWI Fairy Stories – Cinderella, Three Little Pigs, Jack and the Beanstalk, The Little Red Hen, Three Billy Goats</p>	<p>RWI Compound words Days of the week, numbers to twenty CEW first 100 read and spell Prefix - un Suffixes – s, es, ing, ed, er, est Handwriting / Letter Families</p>	<p>See progression documents: Punctuation Sentence Text</p>	<p>letter capital letter word singular plural sentence punctuation full stop,</p>			

Etherley Lane Primary School – English

	<p>Number words read/spell Personal pronoun I / is in it Read / Spelling ck, zz, ff,ss Modelling punctuation capital letter, full stop Recognise ! and ? Class 2 at the zoo, Class 3 all at Sea, Funnybones, Oliver’s Garden Handwriting / Letter Families Matching upper and lower case letters CE words Finger spaces</p>	<p>Drama & hot seating / focus talk. Exclaimed sentences ? & ! Traffic light punctuation Dictated sentences Independent writing composing orally what your going to write. Shared writing Use of and Re read and check Check spelling and punctuation and checking it makes sense Use of capital letters CE words Handwriting / Latter Families Writing capital letters Finger spaces</p>	<p>Evidence of through independent writing capital letters, full stops, ?, ! ,spaces Independently write a sequence of sentences</p>		<p>question mark exclamation mark</p>			
Year 2	<p>The Lighthouse Keepers Lunch - stories, character portfolio, diaries, report about a real life lighthouse keeper, letter/ instructions about making a sandwich.</p>	<p>Peter Pan - fiction, fairy tales, character profiles, plot and characters, descriptive writing, editing tasks (proof reading) fiction, newspaper report.</p>	<p>Mary Poppins -stories, non-chronological reports about a polar bear/elephant, adverts, fact file, diaries, letters, setting description</p>	<p>Dogger – stories, non-chronological report, advert, missing posters, newspaper report, descriptive writing, editing and proof reading.</p>	<p>The Prince, the Pauper and the Cunning King -stories, character portfolio, biography, job application, letters, diary entry, editing and proof reading.</p>	<p>Vlad and the Great Fire of London – Non-fiction, adverts and posters, non-chronological report, email, fact files, instructions, persuasive writing, proof reading and editing.</p>	<p>See progression documents: Punctuation Sentence Text</p>	<p>Year 1 + noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma</p>

Etherley Lane Primary School – English

<p>Year 3</p>	<p>Stone Age Boy by Satoshi Kitamura.</p> <p>Glog by Pippa Goodhart</p> <p>Adventure and mystery stories</p> <p>Setting descriptions</p> <p>Instructions</p> <p>Story writing</p> <p>Non-chronological report</p> <p>Recount</p>	<p>Cave Baby by Julia Donaldson</p> <p>UG - boy genius by Raymond Briggs</p> <p>Letters - Informal</p> <p>Character descriptions</p> <p>Shape poems and Calligrams</p> <p>Adverts</p> <p>Information Texts</p> <p>Diary Entry</p>	<p>Alice in Wonderland by Lewis Carroll.</p> <p>Letters</p> <p>Poems</p> <p>Character / Setting Descriptions</p> <p>Imaginary World Stories</p> <p>Recount</p>	<p>Bill's New Frock by Anne Fine (Educate and Celebrate link)</p> <p>Stories with a familiar setting</p> <p>Retelling a story</p> <p>Persuasion</p> <p>Newspaper report</p> <p>Dictionary Work</p>	<p>Who let the Gods Out? By Maz Evans</p> <p>Diary Entry</p> <p>Instructions</p> <p>Playscripts</p> <p>Chronological Reports</p> <p>Newspaper</p> <p>Retelling a story</p>	<p>Beasts of Olympus: Beast Keeper by Lucy Coats</p> <p>Character descriptions</p> <p>Predictions</p> <p>Letters</p> <p>Recount</p> <p>Myths and Legends</p>	<p>See progression documents: Punctuation Sentence Text</p>	<p>Year 1 and 2 + preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel consonant letter vowel letter inverted commas</p>
<p>Year 3/4</p>	<p>George's Marvellous Medicine</p> <p>writing instructions</p> <p>predictions</p>	<p>The Lantern exploring dialogue</p> <p>Poetry: Riddles and Shape Poems</p>	<p>The Football Boy Wonder stories about ambitions and friendships</p> <p>Fact Files about Famous Sports People</p>	<p>Toro Toro by Michael Morpurgo and other short stories set in Spain (stories from other cultures)</p>	<p>Billionaire Boy writing diary entries</p> <p>advertisements</p>	<p>The Iron Man Recounts of Iron Man's journey to Earth</p> <p>The Iron Woman</p>	<p>See progression documents: Punctuation Sentence Text</p>	<p>Year 1,2 and 3 + determiner pronoun possessive pronoun adverbial</p>

Etherley Lane Primary School – English

	<p>Stone Age Boy writing extended narrative</p> <p>non- chronological reports</p>		Educate and Celebrate focus			<p>comparison to original story</p> <p>writing own Sci-fi stories</p>		
Year 4/5	<p>Charlie and the Chocolate Factory. Diary Entries</p> <p>Recounts</p> <p>story writing</p> <p>Letter writing</p>	The Twits	Roman Invasion	Romans on the Rampage	Beowulf	Anglo Saxon Boy	<p>See progression documents: Punctuation Sentence Text</p>	<p>Year 1, 2, 3 and 4 + modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>
Year 5	<p>Wreck of Zanzibar</p> <p>Biography & auto biography Diary</p>	<p>Variety of texts linked to topic</p> <p>Non chronological reports Instructions classic and narrative poems Stories</p>	<p>Kensuke's Kingdom</p> <p>Poetry – poetic style Instructions Persuasive writing,–</p>	Kensuke's Kingdom	<p>Wonder Stories from other cultures</p>	Wonder Poetry	<p>See progression documents: Punctuation Sentence Text</p>	<p>Year 1, 2, 3 and 4 + modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>

Etherley Lane Primary School – English

<p>Year 6</p>	<p>War Horse, Recount – Albert meeting Joey for the first time</p> <p>Argument- Why is it important for Albert to get Joey to plough the field?</p> <p>Diary- separation of Albert and Joey.</p> <p>Retelling– an account entitled ‘Captain Nicholl’s final words.’</p> <p>Letter - Joey to Albert using the 5 senses.</p> <p>Account of life in the trenches.</p> <p>Alternative ending -</p>	<p>“Dulce et Decorum...” Children write their own WW1 poems</p> <p>War Game Diary entry - The night Will signs up</p> <p>Voiceover – Will setting sail -How have his feelings changed</p> <p>Retelling - The Christmas Truce</p>	<p>Macbeth Shakespeare biography</p> <p>Descriptive writing – The heath, the witches</p> <p>Informal Letter writing – Macbeth to Lady Macbeth</p> <p>Performance Poetry- witches’ spell</p> <p>Layout devices for character fact files</p> <p>Persuasive Writing- should Macbeth kill King Duncan</p> <p>Reports – the death of King Duncan</p> <p>Precis – story of Macbeth</p>	<p>A Midsummer Night’s Dream</p> <p>Prediction of what they think the story might be about</p> <p>Writing in character- a letter to an agony aunt asking for advice.</p> <p>Reply to a peer’s letter as the agony aunt giving advice</p> <p>Story writing based on a dream</p> <p>Journalistic writing /breaking news– Lost in the woods a feature article with</p>	<p>Graffiti – persuasive writing – why graffiti should be allowed</p> <p>History of graffiti</p> <p>Persuasive writing – script encouraging people to Visit Bishop Auckland</p>	<p>Harry Potter and the Philosopher’s Stone. Diaries – Character feelings /thoughts character’s feelings as the letters arrives</p> <p>Letters – formal invitation to Hogwarts</p> <p>Description - create a fantastic beast</p> <p>Narrative- a fantastic beast story</p> <p>Information text-Quidditch leaflet</p> <p>What would you see in the mirror of Erised?</p>	<p>See progression documents: Punctuation Sentence Text</p>	<p>Year 1,2,3,4 and 5 + subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>
---------------	---	--	---	--	--	--	---	--

Etherley Lane Primary School – English

	Albert's point of view. Non – Chronological report about WW1			interviews from Puck, Titania, Lysander etc.		Adventure story-wearing the cloak of invisibility.		
--	---	--	--	--	--	--	--	--