
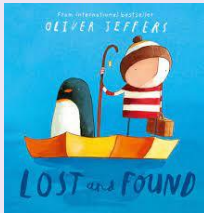
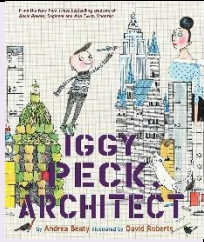
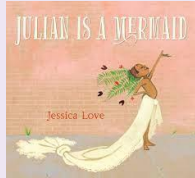

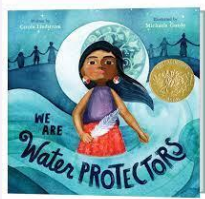

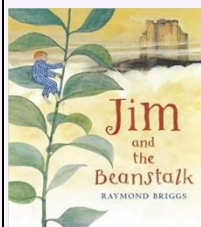
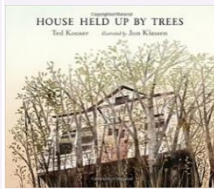
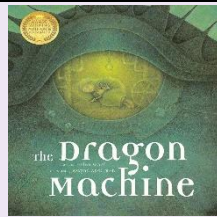



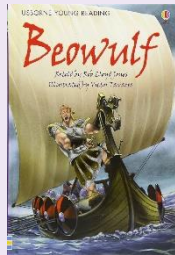


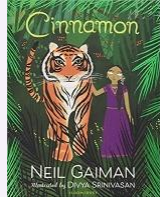
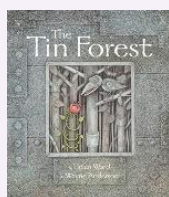
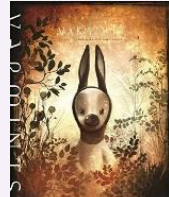
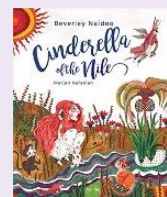

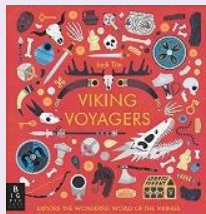
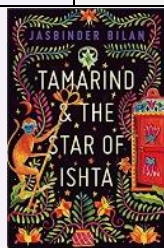

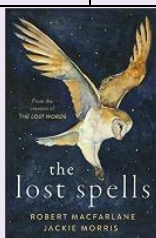
		<h1>Archbishop Courtenay Primary School</h1> <h2>KS1 &amp; KS2 English Writing &amp; SPaG Overview</h2> 									
Year 1 and 2		Autumn				Spring				Summer			
		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Core Text												
	Reading Skills	Introduction to VIPERS  Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence		Introduction to VIPERS  Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence		Introduction to VIPERS  Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence		Introduction to VIPERS  Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence		Introduction to VIPERS  Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence		Introduction to VIPERS  Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence	
	Genres (Main outcomes in bold)	Learning to Learn week: Exploring dreams and dream jobs Character descriptions, retellings, advice, instructions, non-chronological report Main outcome: Own version 'losing/finding' narrative	Labels, captions, character comparisons, thought and speech bubbles Main outcome: Fact file	Instructions, writing in role, advertisements Main outcome: Three-verse poem	Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions Main outcome: Own version fantasy world narrative	Descriptive non-fiction, life-cycles, character description Main outcome: Environmental campaign	Wanted posters, letters, speech bubbles, diaries, emails, character descriptions Main outcome: Own version superhero narrative	Narrative re-telling (including dialogue), thought bubbles, informal letters Main outcome: Sequel story	Descriptive non-fiction, life-cycles, instructions for seed packets Main outcome: News report	Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue, extended fantasy narrative	Character comparisons, shared poem, own version narratives, letters in role Main outcome: 'How to' guide	Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions Main outcome: Sequel story	Simple explanations, speech bubbles, setting descriptions, thought bubbles, extended explanations Main outcome: Own-version narrative

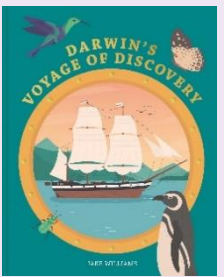
	Grammar and Punctuation Focus	Spaces between words Letter formation Capital letters and full stops Using conjunction because	Spaces between words Letter formation Capital letters and full stops	Regular plural noun suffixes – s or –es Capital letters, full stops, question marks and exclamation marks. Capital letter for proper nouns and the personal pronoun ‘I’- Expanded noun phrases. Present tense and past tense Progressive form of verbs in the present and past tense to mark actions in Subordination, co-ordination	Leaving spaces between words Joining words and join clauses using ‘and’ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for proper nouns and the personal pronoun ‘I’	Spaces between words Subordination and co-ordination Expressing time, place and cause using conjunctions	Joining words and clauses using and Sequencing sentences to form short narratives Capital letters, full stops, question marks and exclamation marks Expanded noun phrases to describe and specify Subordination and co-ordination	Punctuation.!? Apostrophes to mark singular possession Use of capital letters, full stops Subordination using when, if, that because Statements and questions.	Subordination and co-ordination Apostrophes for contraction and singular possession Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Co-ordinating and subordinating conjunctions Expanded noun phrases to describe and specify Capital letter for proper nouns and the personal pronoun ‘I’- Suffixes –er, –est in and –ly Present tense and past tense Apostrophes for contraction & for singular possession in nouns	Spaces between words Joining words and join clauses using ‘and’ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Capital letter for proper nouns and the personal pronoun ‘I’	Capital letters, full stops, question marks and exclamation marks Expanded noun phrases to describe and specify Subordination, co-ordination Correct choice and consistent use of present & past tense Commas to separate items in a list	Capital letters, full stops, question marks and exclamation marks Conjunctions: co-ordination, subordination Sequencing sentences to form short narratives
	Little Wandle Letters & Sounds Y1 Phonics	Review: ai ee igh oa oo ar or ur oo ow oi ar  air er /z/ s –es  words with two or more digraphs  Phase 4: CVCC CCVC CCVCC CCCVC  Phase 4 with long vowels  Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each  the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw  Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue  their people oh your Mr Mrs Ms ask could would should our house mouse water want	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa  any many again who whole where two school call different thought through friend work	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half /ar/ a father /or/ a water Schwa in longer words different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze  once laugh because eye	ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review  busy beautiful pretty hour move improve parents shoe  <b>Additional Y1 Spelling expectations:</b> Days of the week Adding –s or –es as the plural marker for nouns & third person singular marker for verbs Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words						
	Spelling Y2	kn- and gnwr- ‘s’ sound spelt c -dge and –ge ‘j’ sound spelt as g Common exception words Review and consolidation	-le -el -il and –al -y -ies Common exception words Review and consolidation	-ed -er -est -ing to a –y word -ing -ed -er -est -y -l -ll Common exception words Review and consolidation	-o- -ey ‘a’ after q and w -or and –ar after w ‘zh’ sound spelt s Common exception words Review and consolidation	-ment -ness -ful -less -ly -tion Contraction words Possessive apostrophe Common exception words Review and consolidation	Homophones Conjunctions Months of the year Time words Question words Review and consolidation						



Year 3 & 4	Core Text Writing												
	Genres	Letters Character descriptions Setting descriptions	Rewriting myths Letters Descriptions	Retelling from an alternative perspective, Narrative recount, character and setting descriptions, letters, short explanations	Writing in role, recounts, own version narrative	Job applications, advertisements setting descriptions, letter in role, tourist brochure	Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms, Own version mythical tale	Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions, Persuasive information leaflet	Descriptive comparisons, retellings, setting descriptions, poetry, explanation	Short news report, diary entry, character description, advert, traditional tale	Lost poster, letter of warning, character and setting description, instructions	Non-chronological reports, instructions, character descriptions, newspaper reports	Information booklets, retelling from a different perspective, letters, tourist guide
	Core Text Reading												
	Reading Skills	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and non-fiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and non-fiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen on the basis of what has been read so far. Identify/explain how information /narrative content is related and contributes to meaning as whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and non-fiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and non-fiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and non-fiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and non-fiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.						

	Grammar and Punctuation Focus	Expressing time, place and cause using conjunctions Introduction to inverted commas to punctuate direct speech Fronted adverbials Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech Use of commas after fronted adverbial Capital letters, full stops, question marks and exclamation marks Clauses- main and subordinate Time adverbials Paragraphs Commas in a list Apostrophes for contraction and possession	Appropriate choice of pronoun or noun within and across sentences Expressing time, place and cause using conjunctions, adverbs or prepositions Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Extending the range of sentences with more than one clause by using a wider range of conjunctions Using the present perfect form of verbs in contrast to the past tense Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech	Word families based on common words Expressing time, place and cause using conjunctions, adverbs or prepositions Using the present perfect form of verbs in contrast to the past tense Paragraphs as a way to group related material Headings and sub-headings Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Use of paragraphs to organise ideas around a theme Use of commas after fronted adverbials Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech	Paragraphs Inverted commas to punctuate direct speech Noun phrases Modifying adjectives, nouns and preposition phrases Fronted adverbials Expressing time, place and cause using conjunctions, adverbs or prepositions Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Headings and sub-headings to aid presentation Use of commas to clarify meaning or avoid ambiguity	Paragraphs Expressing time, place and cause using conjunctions, adverbs or prepositions Present perfect form of verbs Formation of nouns using a range of prefixes Inverted commas to punctuate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Conjunctions, including when, if, because, although Present perfect form of verbs Conjunctions, adverbs and prepositions to express time and cause Fronted adverbials Commas after fronted adverbials Possessive apostrophe with plural nouns Punctuating direct speech Noun phrases
	Spellings Year 3	'e' sound spelt -ei- 'e' sound spelt -ey 'e' sound spelt -ai -ear Homophones Review and consolidation	adverbs -ly endings -y endings -ie endings -ic or -al Statutory spelling words Review and consolidation	words with short 'I' sound adding suffixes adding prefixes including mis- and dis- 'ch' sound words Review and consolidation	Homophones Adding prefix bi- and re- -gue endings and -que endings 'ch' sound words Statutory spelling words Review and consolidation	-ary ending words -o- sound words -ou- words Word families uni- -scope spect- -press Review and consolidation	-al ending words -sure ending words -ture ending words Silent letter revision Review and consolidation
	Spellings Year 4	-augh and -au adding prefix -in adding prefix -im adding prefix -ir and il homophones -sion words Review and consolidation	-sion words -ssion words -tion words -cian words -ough words Statutory spelling words Review and consolidation	homophones adding -ation suffix adding prefix including sub- and super plural possessive apostrophes with plural words Review and consolidation	sc- words soft 'c' words spelt 'ce' soft 'c' words spelt 'ci' word families: phone- real- -sign and -solve Statutory spelling words Review and consolidation	adding prefix including inter- anti- auto- ex- non words ending in -ar and -er Review and consolidation	Adding suffix -ous Adverbials Review and consolidation



Year 5 & 6	Core Text Writing						
	Genre s	Letter writing Diary entry Persuasive writing	Non-chronological report Instruction text Diary entry	Soliloquy Letter writing Newspaper report	Balanced argument Narrative Setting description Biography	Informal letter Diary entry Newspaper article	Character profile Setting description Newspaper article
	Core Text Reading						
	Reading Skills	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and nonfiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases.	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and nonfiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and nonfiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and nonfiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and nonfiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	Give/explain the meaning of words in context. Retrieve and record information /identify key details from fiction and nonfiction. Summarise main ideas from more than one paragraph. Make inferences from the text/ explain and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Identify/explain how information /narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.

	Grammar and Punctuation Focus	Using commas to clarify meaning or avoid ambiguity in writing Using a colon to introduce a list Punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	Single clause and multi clause sentences Commas after fronted adverbials Expand noun phrases using adjectives and preposition phrases. Preposition phrases Personal and impersonal language	Expressing time, place and cause using conjunctions, adverbs or prepositions Paragraphs as a way to group related material Headings and sub-headings Use of the present perfect form of verbs instead of the simple past Noun phrases expanded by the addition of modifying adjectives Fronted adverbials Use of commas after fronted adverbials Inverted commas to punctuate direct speech		Indicating degrees of possibility using adverbs Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices How words are related by meaning as synonyms and antonyms The difference between structures typical of informal speech and structures appropriate for formal speech and writing Subjunctive forms	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Passive verbs Expanded noun phrases Modal verbs or adverbs to indicate degrees of possibility Relative clauses beginning with who, which, where, when, whose, that or with an implied Using commas to clarify meaning or avoid ambiguity in writing Punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
	Spelling Year 5	-cious words -tious and -ious words short 'T' sound using y long 'T' sound using y homophones Review and consolidation	words with silent letters modal verbs -ment words adverbs Statutory spelling words Review and consolidation	Adding suffix -ity -ness -ship homophones Review and consolidation	-or words -au words Adding suffix -ate -ise -ify -en Review and consolidation	-ough words adverbials of time and place -ere words Statutory spelling words Review and consolidation	unstressed vowels adding prefix de- re- over adding suffix -ful -ive -al Review and consolidation
	Spelling Year 6	ambitious synonyms homophones -ce/-cy words -se/-sy words -ent -ence -ency words Hyphens: root words and compound words Review and consolidation	-able words -ably words word families micro- and mini- words Review and consolidation	adding suffixes to words ending in -fer long -e spelt 'ie' or 'ei' after c word families Statutory spelling challenge words Review and consolidation	-cial words -tial words soft 'c' words word families Statutory spelling challenge words Review and consolidation	word families noun and verb words -ou and -ow words -ible words -ibly words Review and consolidation	synonyms and antonyms Review and consolidation