Dobcroft Junior School English Yearly Overview
Academic year 2019-2020 (updated October 2019)

			Writing Focus			
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Narrative	**Non-Fiction**	**Narrative**	**Non-Fiction**	**Narrative**	**Non-Fiction**
Year group 6	Narrative linked to book Room 13 -*Setting description* -*Character Description* -*Dialogue* -*Chapter story* ***(To cover all of SPaG objectives to comply with our SPaG mastery, we begin non-fiction earlier)*** -Persuasion- Amazon rainforest brochures -Journalistic article of a Rainforest animal (goes into Autumn 2)	Non-chronological report linked to science: Micro-organisms. Performance poetry: Christmas Poem	Narrative linked to The London Eye Mystery -*Diary recount* -*Creating tension and atmosphere*	Newspaper report Formal letter	Narrative- WW2 Fiction chapter -*Chapter story*	Persuasive writing holiday brochure linked to Paris and Kingswood

National curriculum links throughout the teaching of writing

Transcription:
-use further prefixes and suffixes and understand the guidance for adding them
-spell some words with 'silent' letters [for example, knight, psalm, solemn]
-continue to distinguish between homophones and other words which are often confused
-use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
-use dictionaries to check the spelling and meaning of words
-use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
-use a thesaurus

Handwriting and Presentation:
Write legibly, fluently and with increasing speed by:
-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
-choosing the writing implement that is best suited for a task

Composition:
Plan their writing by:
-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
-noting and developing initial ideas, drawing on reading and research where necessary
-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Draft and write by:
-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
-précising longer passages
-using a wide range of devices to build cohesion within and across paragraphs
-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and edit by:
-assessing the effectiveness of their own and others' writing
-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
-ensuring the consistent and correct use of tense throughout a piece of writing
-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
-proofread for spelling and punctuation errors
-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Spelling, punctuation and Grammar covered in a SPaG mastery style

	Word	**Sentence**	**Text**	**Punctuation**	**Terminology for pupils**
	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *find out – discover; ask for – request; go in – enter*) How words are related by meaning as synonyms and antonyms (e.g. *big, large, little*)	Use of the **passive** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken [by me]*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they*	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up*) Use of the colon to introduce a list **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*,	• subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points

		to come in some very formal writing and speech)	structure text	or recover versus re-cover)	
Spellings	Words with the short vowel sound /i/ spelled y Words with the long vowel sound /i/ spelled with a y. Adding the prefix '-over' to verbs. Convert nouns or verbs into adjectives using suffix '-ful.' Words which can be nouns and verbs. Words with an /o/ sound spelled 'ou' or 'ow.' Words with a 'soft c' spelled /ce/. Prefix dis, un, over, im. Each have a particular meaning: dis –reverse; un –not; over –above/more; im– opposite Challenge Words- take home over the holidays (Y5/6 spellings). Words with the /f/ sound spelled ph. Words with origins in other countries Words with unstressed vowel sounds. Words with endings /shuhl/ after a vowel letter. Words with endings /shuhl/ after a consonant letter. Words with the common letter string 'acc' at the beginning of words. Words ending in '-ably.' Words ending in '-ible' Adding the suffix '-ibly' to create an adverb. Changing '-ent' to '–ence.' -er, -or, -ar at the end of words. Adverbs synonymous with determination Adjectives to describe settings Challenge Words- take home over the holidays (Y5/6 spellings). Words with hyphens Words with endings /sion/ Adding suffixes beginning with vowel letters to words ending in /fer/ Challenge Words				

Writing focus					
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	Narrative	**Non-Fiction**	**Narrative**	**Non-Fiction**	**Narrative**	**Non-Fiction**

| 5 | Narrative Poetry

Explanation texts
The Highwayman | Recounts

A Christmas Carol | Novel and Stories by significant Children's Authors

The Cat Mummy | Persuasive Writing

Should there be Trams on Abbeydale Road? | Visual and Oral Storytelling

The Piano & Robin Hood | Comparative Reports

Life Cycles Characters and Puberty |

National curriculum links throughout the teaching of writing in Y5

Transcription:
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Handwriting and Presentation:
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-ensuring the consistent and correct use of tense throughout a piece of writing
-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
-proofread for spelling and punctuation errors

	-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear				
	Spelling, punctuation and Grammar covered in a SPaG mastery style				
	Word	**Sentence**	**Text**	**Punctuation**	**Terminology for pupils**
	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*)	**Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun Indicating degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*)	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	• modal verb • relative pronoun • relative clause • parenthesis • bracket • dash cohesion • ambiguity
Spellings	Words ending in '-ious.' Words ending in '–cious.' If the root word ends in –ce the sound is usually spelled '-cious.' Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably Words ending in '-able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. Adverbs of time (temporal adverbs) these are words to develop chronology in writing. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled. Words with 'silent' letters at the start. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Words spelled with 'ie' after c. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. Words containing the letter string 'ough' where the sound is /aw/. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.				

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
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Challenge Words
Revision: Year 5 words

Writing focus

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Narrative	**Non-Fiction**	**Narrative**	**Non-Fiction**	**Narrative**	**Non-Fiction**
Year group 4	Stories with historical settings (6) (Link to Romans)	Recounts-Newspapers (1 week bridges over into Aut 2) Playscript link to Christmas production)	Stories set in imaginary worlds Battle of Bosworth news reports	Explanation texts linked to water cycle) Poetry-Exploring form	Stories which raise issues and dilemmas	Persuasive texts information texts (travel guides) to Hathersage topic Poetry-Creating Images

National curriculum links throughout the teaching of writing in Y4

Transcription:
-use further prefixes and suffixes and understand how to add them
-spell further homophones
-spell words that are often misspelt - see English appendix 1
-place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
-use the first 2 or 3 letters of a word to check its spelling in a dictionary
-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting and Presentation:
-use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best

left unjoined

-increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition:

Plan their writing by:

-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
-discussing and recording ideas

Draft and write by:

-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
-organising paragraphs around a theme
-in narratives, creating settings, characters and plot
-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

-assessing the effectiveness of their own and others' writing and suggesting improvement
-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
-proofread for spelling and punctuation errors
-read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

	Spelling, punctuation and Grammar covered in a SPaG mastery style				
	Word	**Sentence**	**Text**	**Punctuation**	**Terminology for pupils**
	The grammatical difference between **plural** and **possessive** *-s* Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** (e.g. *Later that day*, *I heard the*	Use of paragraphs to organise ideas around a theme 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 e.g. a comma after the reporting clause; end punctuation within inverted commas *(e.g. The conductor shouted, "Sit down!")* **Apostrophes** to mark singular and **plural**	• determiner • pronoun • possessive • pronoun • adverbial

				possession (e.g. *the girl's name*, *the girls' names*) Use of commas after **fronted adverbials**	
Spellings	The prefix in– and inter- Words with the /s/ sound spelt sc (Latin in origin) In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/. e.g Science and Scent Adding suffixes beginning with vowel letters to words of more than one syllable -ing, -ed Homophones: there, their, they're The suffix –ly The suffix –ly is added to an adjective to form an adverb Endings which sound like /ʃən/, spelt –tion, –sion, Include: The suffix –ation The suffix –ation is added to verbs to form nouns. Homophones and near homophones (including to, too, two) Endings which sound like /ʃən/, spelt ssion, –cian The suffixes are –ion and –ian. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with endings sounding like /ʒə/ or /tʃə/ The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture The suffix –ous anti– means 'against' auto– means 'self' or 'own'. Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones super– means 'above'.. Adding suffixes beginning with vowel letters to words of more than one syllable. –en, Revision and consolidation from the Y4 rules				

Writing Focus

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Narrative	**Non-Fiction**	**Narrative**	**Non-Fiction**	**Narrative**	**Non-Fiction**
Year group 3	Narrative – The Iron Man	Non-Chronological	Narrative – Greek Myths	Persuasive Texts	Narrative – Escape from Pompeii	Narrative- Flat Stanley Information leaflets

		Reports			Recounts	linked to Geography

National curriculum links throughout the teaching of writing in Y3

Transcription:
-use further prefixes and suffixes and understand how to add them
-spell further homophones
-spell words that are often misspelt
-place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
-use the first 2 or 3 letters of a word to check its spelling in a dictionary
-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting and Presentation:
-use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
-increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition:
Plan their writing by:
-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
-discussing and recording ideas

Draft and write by:
-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
-organising paragraphs around a theme
-in narratives, creating settings, characters and plot
-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:
-assessing the effectiveness of their own and others' writing and suggesting improvement
-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
-proofread for spelling and punctuation errors
-read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

	Spelling, punctuation and Grammar covered in a SPaG mastery style				
	Word	**Sentence**	**Text**	**Punctuation**	**Terminology for pupils**
	Formation of **nouns** using a range of **prefixes**, such as *super–*, *anti–*, *auto–* Use of 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*) **Word families** based on common **words**, showing how words are related in form and meaning (e.g. *solve, solution, solver, dissolve, insoluble*)	Expressing 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*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*)	Introduction to inverted commas to **punctuate** direct speech To consolidate - Apostrophes to show singular possession.	• adverb • preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant letter • vowel • vowel letter • inverted commas
Spellings	Recalling Y2 contractions, homophones and ED ending words. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. The /i/ sound spelled with a 'y.' Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch Words with the prefix 're-' 're-' means 'again' or 'back.' The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. The prefix 'mis-' This is another prefix with negative meanings. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. The long vowel /a/ sound spelled 'ai'				

The long /a/ vowel sound spelled 'ei.'
The long /a/ vowel sound spelled 'ey.'
Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.
Homophones – words which have the same pronunciation but different meanings and/or spellings.
The /l/ sound spelled '-al' at the end of words.
The /l/ sound spelled '-le' at the end of words.
Adding the suffix '–ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '–ic.'
Adding the suffix –ly. Words which do not follow the rules.
Challenge Words
Words ending in '-er' when the root word ends in (t)ch.
Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' These words are French in origin
Words with the /s/ sound spelled 'sc' which is Latin in its origin.
Words which have the same pronunciation but different meanings and/or spellings.