



English Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> - Give meaning to my mark making. - Know that writing has a message. - Begin to form some letter shapes correctly. - Recognise all RWI 'set 1' phonics sounds. - Begin to phonetically blend using sounds taught to read CVC words. - Enjoy and retell familiar stories. - Talk about likes and dislikes about a story. 		<ul style="list-style-type: none"> -To re-tell a traditional tale in sequence, through role play, drawing and writing. -To know all my set 1 sounds, including set 1 diagraphs and recognizing them in words. -To read some 'red words' by sight. -To read simple words more fluently. -Know my message for writing. -Say words out-loud to hear to the sounds for writing. -To write CVC words with all their sounds. -To read their writing back. 		<ul style="list-style-type: none"> -Recognise first set 2 diagraphs. -Blend words with more than 1 syllable. -To write longer words with more sounds. -To read more 'red' words. -Find things out using information texts. -To write simple sentences. -To reread writing to check what it says. -Write for different purposes. 	
Year One	<ul style="list-style-type: none"> -To write our name -To give our writing a message -To use the phonics we know in our writing -To sequence a story when re-telling. -To use word spaces 	<ul style="list-style-type: none"> - To re-tell a part of a story -To sequence a story - To plan writing with a picture -To change a story setting -To begin to write sentences to form a narrative -To write poetry 	<ul style="list-style-type: none"> -To make predictions/inferences using pictures to help. -To plan with a sequence of pictures -To use full stops within writing -To write instructions using verbs -To start using 'and' to join sentence. 	<ul style="list-style-type: none"> -To write non-fiction -To use a capital letter at the start of the sentence -To start reading their work to check it makes sense. 	<ul style="list-style-type: none"> -To plan their writing with a sequence of pictures and keywords. - To write sentences to form a short narrative -To start using question marks. -To use exclamation marks. -To write a diary. 	<ul style="list-style-type: none"> -To sequence sentences for short narratives. -To make predictions/inferences using what they have read. -To begin to use a range of full stops, capital letters, exclamation marks and question marks in my writing. -To re-read my writing to check it makes sense.

Year Two	<ul style="list-style-type: none"> -To begin to use description using expanded noun phrases. -Ideas are sequenced into beginning, middle and end. -To read poetry and write my own poem using verb, adverbs and rhyming words 	<ul style="list-style-type: none"> - To make inferences about characters thinking about simple cause and effect - To use past/past progressive tense in writing. -To use exclamation marks in writing -To use some conjunctions in writing, including 'and', 'but' and 'so'. 	<ul style="list-style-type: none"> -To make predictions using what they have read. -To use question marks in writing. To say what they like about their writing and how they would want to improve it next time. 	<ul style="list-style-type: none"> -To talk about similarities and differences between stories. -To start using subordination in writing. 	<ul style="list-style-type: none"> -To talk about non-fiction books structured in different ways. -To use expanded noun phrases in writing. -To use conjunctions in writing -To write a narrative about personal experiences/other's experiences 	<ul style="list-style-type: none"> -To choose their own way of planning their writing. -To write for a range of purposes. To evaluate and improve their writing.
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