

English Overview – Texts and Outcomes

	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 & Y2	Naughty Bus by Jan Oke	The Memory Tree by Britta Teckentrup	The Day the Crayons Quit by Oliver Jeffers	The True Story of the Three Little Pigs by Jon Scieszka	The Last Wolf by Mini Grey	What the Ladybird Heard on Holiday by Julia Donaldson
	Final writing outcome Narrative	Final writing outcome Diary	Final writing outcome Letters	Final writing outcome Alternative Fairytale	Final writing outcome Non-chronological report	Final writing outcome Narrative
Y3	Cinderella of the Nile by Beverley Naidoo	Blue by Britta Teckentrup / Leaf by Sandra Dieckmann	Leo and the Gorgon's Curse by Jo Todd-Stanton	Volcanoes by DK	Journey by Aaron Becker	Beast Quest: Ferno the Fire Dragon by Adam Blade
	Final writing outcome Historical Narrative	Final writing outcome Letters	Final writing outcome Narrative – Adventure	Final writing outcome Non-chronological report / Explanation	Final writing outcome Narrative – Portal adventure	Final writing outcome Non-chronological report
Y4	Rain Player by David Wisniewski	Coming to England by Floella Bengamin	Leo and the Gorgon's Curse by Joe Todd Stanton	Visitor's Guide to Ancient Greece by Leslie Sims	Oliver Twist by Mary Sebag-Montefiore	Alba the Hundred Year Old Fish by Lara Hawthorn
	Final writing outcome Narrative – Mayan Folk Tale	Final writing outcome Recount - Biography	Final writing outcome Narrative – Adventure	Final writing outcome Non-chronological report	Final writing outcome Narrative	Final writing outcome Persuasion - Letter
Y5	The Great Kapok Tree by Lynne Cherry	The Queen's Handbag by Steve Anthony	Queen of the Falls by Chris Van Allsburg	Arthur and the Golden Rope by Joe Todd Stanton	A River by Mark Martin	The Chocolate Tree by Linda Lowery & Richard Keep
	Final writing outcome Narrative - protecting a precious site	Final writing outcome Persuasive information leaflet – tourist sight	Final writing outcome Series of diary entries	Final writing outcome Narrative - Myth	Final writing outcome Non-chronological report & Explanation – The Amazon	Final writing outcome Recount of a journey to discover Mayan ruins
Y6	Resist by Tom Palmer	Can we save the tiger?	Darwin's Dragon by Lindsay Galvin	Lightning Mary by Anthea Simmons	Goodnight Mr Tom by Michelle Magorian The Piano (video)	Wonder by R. J. Palacio
	Final writing outcome Series of diary entries	Final writing outcome Non chronological reports	Final writing outcome Charles Darwin biography + explanation of evolution	Final writing outcome Report on extinction (information, discussion, explanation)	Final writing outcome Flashback narrative	Final writing outcome Autobiography

Mastery skills overview – Year 1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Grammar Combine words to make sentences</p> <p>Leave spaces between words</p>	<p>Grammar Join words and clauses using <i>and</i></p> <p>Use simple description</p>	<p>Grammar Add suffixes to verbs where no change is needed to the root</p> <p>Leave spaces between words</p> <p>Join words and clauses using <i>and</i></p>	<p>Grammar Change the meaning of verbs and adjectives by adding the prefix un-</p> <p>Combine words to make sentences</p> <p>Use a capital letter for names of people, places, the days of the week and the personal pronoun I</p> <p>Use plural noun suffixes -s and -es</p>	<p>Grammar Add suffixes to verbs where no change is needed to the root</p> <p>Join words and clauses using <i>and</i></p> <p>Use simple description</p>	<p>Grammar Use plural noun suffixes -s and -es</p> <p>Change the meaning of verbs and adjectives by adding the prefix un-</p> <p>Use simple description</p>
	<p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Punctuation Use a capital letter for the personal pronoun I</p>	<p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Punctuation Punctuate sentences using a capital letter and a full stop or exclamation mark</p>	<p>Punctuation Use a capital letter for names of people, places, the days of the week and the personal pronoun I</p>	<p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>

Mastery skills overview – Year 2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p>Grammar Join words and clauses using and (Y1)</p> <p>Use expanded noun phrases to describe and specify</p>	<p>Grammar Use present and past tenses correctly and consistently</p> <p>Use sub-ordination (using because)</p>	<p>Grammar Write sentences with different forms: statement, questions, exclamation, command</p> <p>Use co-ordination (using or, and so, but)</p>	<p>Grammar Add -ly to turn adjectives into adverbs</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use the progressive form of verbs in the present and past tense</p> <p>Use sub-ordination (using when, because)</p>	<p>Grammar Add -er and -est to adjectives</p> <p>Use present and past tenses correctly and consistently</p> <p>Use co-ordination (using or, and so, but)</p> <p>Use homophones and near homophones</p>	<p>Grammar Write sentences with different forms: statement, questions, exclamation, command</p> <p>Use the progressive form of verbs in the present and past tense</p> <p>Use homophones and near homophones</p>
	<p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>Use a capital letter for names of people, places, the days of the week and the personal pronoun I (Y1)</p>	<p>Punctuation Use punctuation correctly: commas for lists</p>	<p>Punctuation Use punctuation correctly: full stops, capital letters, exclamation marks, question marks</p> <p>Use punctuation correctly: apostrophes for contracted forms</p>	<p>Punctuation Use punctuation correctly: apostrophes for the possessive (singular)</p>	<p>Punctuation Use punctuation correctly: apostrophes for the possessive (singular)</p>	<p>Punctuation Use punctuation correctly: commas for lists</p> <p>Use punctuation correctly: apostrophes for contracted forms</p>

Mastery skills overview – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Grammar Use expanded noun phrases to describe and specify (Y2)</p> <p>Use conjunctions to express time, place and cause (when, before, after, while, so because)</p> <p>Group related ideas into paragraphs</p>	<p>Grammar Use prepositions to express time, place and cause</p> <p>Group related ideas into paragraphs</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>Grammar Use adverbs to express time, place and cause</p> <p>Use prepositions to express time, place and cause</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p>	<p>Grammar Use conjunctions to express time, place and cause (when, before, after, while, so because)</p> <p>Group related ideas into paragraphs</p> <p>Build a varied and rich vocabulary</p>	<p>Grammar Use the progressive form of verbs in the present and past tense (Y2)</p> <p>Use expanded noun phrases to describe and specify (Y2)</p> <p>Use adverbs to express time, place and cause</p> <p>Use prepositions to express time, place and cause</p>	<p>Grammar Use the present perfect form of verbs in contrast to the past tense</p> <p>Form nouns with a range of prefixes</p>
	<p>Punctuation Use inverted commas to punctuate direct speech</p>	<p>Punctuation Use apostrophes for the singular possessive (Y2)</p>	<p>Punctuation Use inverted commas to punctuate direct speech</p>	<p>Punctuation Use the range of Y2 punctuation accurately</p>	<p>Punctuation Use inverted commas to punctuate direct speech</p>	<p>Punctuation Use apostrophes for the singular possessive (Y2)</p>
	<p>Composition In narratives, create settings, characters and plot</p>	<p>Composition Build a varied and rich vocabulary</p>	<p>Composition Build an increasing range of sentence structures</p>	<p>Composition In non-narrative material, use simple organisational devices</p>	<p>Composition In narratives, create settings, characters and plot</p>	<p>Composition Build an increasing range of sentence structures</p> <p>In non-narrative material, use simple organisational devices</p>

Mastery skills overview – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Grammar Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases</p> <p>Use the range of Y2 punctuation accurately – commas, apostrophes for contraction and singular possession</p>	<p>Grammar Use fronted adverbials</p> <p>Organise paragraphs around a theme</p> <p>Use present and past tenses correctly and consistently, including the progressive form and the present perfect form</p> <p>Recognise the grammatical difference between plural and possessive ‘s’</p>	<p>Grammar Use Standard English forms for verb inflections</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases</p> <p>Organise paragraphs around a theme</p>	<p>Grammar Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases</p> <p>Use present and past tenses correctly and consistently, including the progressive form and the present perfect form</p>	<p>Grammar Use Standard English forms for verb inflections</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Grammar Recognise the grammatical difference between plural and possessive ‘s’</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases</p> <p>Use fronted adverbials</p> <p>Organise paragraphs around a theme</p>
	<p>Punctuation Use inverted commas to punctuate direct speech</p>	<p>Punctuation Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p>	<p>Punctuation Use inverted commas and other punctuation to punctuate direct speech</p>	<p>Punctuation Indicate possession by using the possessive apostrophe with plural nouns</p>	<p>Punctuation Use inverted commas and other punctuation to punctuate direct speech</p>	<p>Punctuation Use commas after fronted adverbials</p>
	<p>Composition</p>	<p>Composition</p>	<p>Composition In narratives, create settings, characters and plot</p>	<p>Composition Build a varied and rich vocabulary</p>	<p>Composition Build a varied and rich vocabulary</p> <p>Build an increasing range of sentence structures</p>	<p>Composition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>

Mastery skills overview – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Grammar Use expanded noun phrases to convey complicated information concisely</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>	<p>Grammar Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use devices to build cohesion within a paragraph</p> <p>Link ideas using tense choices</p>	<p>Grammar Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Link ideas across paragraphs using adverbials of time, place and number</p> <p>Variety of verb forms used correctly and consistently including the present perfect form</p>	<p>Grammar Use expanded noun phrases to convey complicated information concisely</p> <p>Link ideas using tense choices</p>	<p>Grammar Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Use devices to build cohesion within a paragraph</p>	<p>Grammar Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Link ideas across paragraphs using adverbials of time, place and number</p> <p>Variety of verb forms used correctly and consistently including the present perfect form</p>
	<p>Punctuation Use commas after fronted adverbials (Y4)</p> <p>Use inverted commas and other punctuation to punctuate direct speech (Y4)</p>	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Punctuation Use inverted commas and other punctuation to punctuate direct speech (Y4)</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis</p>
	<p>Composition Integrate dialogue to convey character and advance the action</p>	<p>Composition Identify the audience for and purpose of writing</p>	<p>Composition Choose the appropriate register</p>	<p>Composition Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p>	<p>Composition</p>	<p>Composition Describe settings, characters and atmosphere</p>

Mastery skills overview – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Grammar Use expanded noun phrases to convey complicated information concisely</p> <p>Link ideas across paragraphs using a wider range of cohesive devices</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p>	<p>Grammar Use passive verbs</p> <p>Use the perfect form of verbs</p>	<p>Grammar Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p>	<p>Grammar Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs</p>	<p>Grammar Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility (Y5)</p>	<p>Grammar Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)</p>
	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing (Y5)</p>	<p>Punctuation Use semi-colons to mark boundaries between independent clauses</p>	<p>Punctuation Use colons to mark boundaries between independent clauses Punctuate bullet points consistently</p> <p>Use brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Punctuation Use a colon to introduce a list and use of semi-colons within lists</p>	<p>Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list and use of semi-colons within lists</p>
	<p>Composition Identify the audience for and purpose of writing</p>	<p>Composition Describe settings, characters and atmosphere</p>	<p>Composition Identify the audience for and purpose of writing</p>	<p>Composition</p>	<p>Composition Integrate dialogue to convey character and advance the action</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Composition Identify the audience for and purpose of writing</p> <p>Choose the appropriate register</p>