

St John's Primary School  
English (Writing) Curriculum Overview

Year A & B	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Power of Reading Texts- see EYFS POR Document and Phonics Progression Doc					
	<p>Enjoys rhyming and rhythmic activities.</p> <ul style="list-style-type: none"> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> </ul> <p>Shows interest in illustrations and print in</p>	<p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> </ul> <p>Continues a rhyming string.</p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>	<p>Continues a rhyming string.</p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul>			

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	<p>books and print in the environment.</p> <ul style="list-style-type: none"> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and,</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	
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	<p>in English, is read from left to right and top to bottom.</p> <p><i>Continues a rhyming string.</i></p> <ul style="list-style-type: none"> <li>• <i>Hears and says the initial sound in words.</i></li> </ul>					
<b>Y1&amp;Y2</b>	See <a href="#">'whole class reading spine'</a> for books					
	<p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear to their own experiences</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>being encouraged to link what they read or hear to their own experiences</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>being encouraged to link what they read or hear to their own experiences</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>being encouraged to link what they read or hear to their own experiences</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>Drawing on what they already know or on background information and vocabulary</p>

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	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>making inferences on the basis of what is being said and done</p> <p>explain clearly their understanding of what is read to them</p>	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>explain clearly their understanding of what is read to them</p>	<p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p>
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						explain clearly their understanding of what is read to them
<b>Y3&amp;4 Texts Objectives</b>	See <a href="#">'whole class reading spine'</a> for books					
	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbook</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>sing dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbook</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>sing dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of book</p> <p>preparing poems and play scripts to read aloud and to perform, showing</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbook</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>identifying how language, structure, and presentation contribute to meaning</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbook</p> <p>reading books that are structured in different ways and reading for a range of purposes</p>

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	<p>understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1</p>	<p>understanding through intonation, tone, volume and action</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</p>			<p>using dictionaries to check the meaning of words that they have read</p>
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	<p>paragraph and summarising these</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>		<p>and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			
<b>Y5&amp;6 Texts</b>	See <a href="#">'whole class reading spine'</a> for books					
	<p>summarising the main ideas drawn from more than 1 paragraph,</p>	<p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories,</p>	<p>continuing to read and discuss an increasingly wide range of</p>	<p>increasing their familiarity with a wide range of books, including myths, legends and traditional</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>provide reasoned justifications for their views</p>

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	<p>identifying key details that support the main ideas</p> <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>	<p>fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>learning a wider range of poetry by heart</p>	<p>stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>	<p>their actions, and justifying inferences with evidence</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>	<p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
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			<p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>			
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			<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>retrieve, record and present</p>			
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			<p>information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>provide reasoned justifications for their views</p>			
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