







English Coverage 2025/26

Foundation


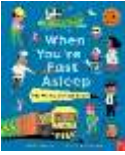

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	All About Me	All About my Family	All About my School	All About my Community	All About my Country	All About my World
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						
Key Texts	<p>Super Duper You!</p> 	<p>All Kinds of Families</p> 	<p>All Are Welcome</p> 	<p>Papa’s Butter Chicken</p> 	<p>Coming to England</p> 	<p>Welcome to Our Table</p> 
Teachers will...	<p>Teach listening first</p> <p>Use familiar topics to invite talk</p> <p>Prompt short response and exchanges</p> <p>Model and invite short contributions</p> <p>Model a simple explanation using key vocabulary</p> <p>Expand children’s words into sentences</p> <p>Use shared stories to build talk</p> <p>Scaffold talk through play</p> <p>Recast and extend children’s words</p>	<p>Use shared experiences as the starting point for discussion.</p> <p>Model talk for children to copy using simple sentences including the new vocabulary.</p> <p>Prompt relevant comments to answer a question. These will be closed questions to begin with.</p> <p>Build back and forth exchanges</p> <p>Use stories to model explanation and tense</p> <p>Model interactions through play experiences</p> <p>Scaffold vocabulary use explicitly</p> <p>Encourage children to use past and present tense through modelling</p>	<p>Teach what attentive listening looks like by modelling and purposeful and focused conversations.</p> <p>Model relevant comments and build on what has been said.</p> <p>Teach children to ask simple questions using sentence starters.</p> <p>Build on turn-taking conversations.</p> <p>Give time to offer ideas in different contexts.</p> <p>Model and reinforce explanations consistently using the model “... happened because...”</p> <p>Teach future tense through planning play talk.</p> <p>Model the use of conjunctions and, but, because.</p> <p>Recast and extend children’s talk</p>	<p>Establish clear expectations for discussions using “we listen, then we speak.”</p> <p>Encourage independent comments and questions using open-ended prompts.</p> <p>Teach children about adding detail and clarifying ideas through modelling.</p> <p>Reinforce the use of new vocabulary in talk.</p> <p>Support children to give confident explanations of known events.</p> <p>Develop sentence length and structure using modelling and repetition.</p> <p>Teach and model correct tense use by recasting and in the moment commentary.</p> <p>Encourage participation of talk across contexts, circle time, partner talk and group work.</p> <p>Use feedback to refine spoken language.</p>	<p>Teach active listening and purposeful response. Get children to ask a question as a response to what has been said.</p> <p>Build sustained discussions through modelling.</p> <p>Support confident, natural conversations by providing time and space for talk and encouraging peer-to-peer interactions.</p> <p>Encourage expansion of ideas using vocabulary by revisiting key vocabulary and prompting children to expand ideas.</p> <p>Model clear, confident explanations using “It happened because...” or “My reason is...”</p> <p>Teach talking about time (past, present and future).</p> <p>Use stories and real events as discussion starters.</p> <p>Recast and refine language naturally.</p>	<p>Teach deep purposeful listening by asking children to explain what they have heard.</p> <p>Model clarifying comments and questions.</p> <p>Provide opportunities for partner and small group talk to build confident back and forth conversations.</p> <p>Support participation in discussions by inviting ideas.</p> <p>Develop use of full sentences by recasting and modelling.</p> <p>Model past, present and future tense.</p> <p>Teach the use of conjunctions to extend ideas.</p> <p>Model explanation using text-based vocabulary.</p> <p>Encourage explanation of possibilities and predictions.</p>
Our Non-Negotiable Knowledge	<p>Know and name key body parts (eyes, ears, nose, mouth, hands, feet).</p> <p>Know how to listen to an adult and look at the speaker.</p> <p>Know that talking in sentences helps people understand you.</p>	<p>Know and name family members and the roles they have.</p> <p>Know how to talk about personal experiences using past tense.</p>	<p>Know vocabulary linked to school (classroom, hall, office, playground).</p> <p>Know how to follow two-step instructions.</p> <p>Know how to ask questions to find information.</p>	<p>Know the names and roles of different community helpers.</p> <p>Know new vocabulary linked to places (shop, post office, library).</p> <p>Know how to describe where places are using positional language.</p>	<p>Know the name of the country we live in.</p> <p>Know words linked to the country (flag, capital city, weather).</p> <p>Know how to describe and compare places.</p>	<p>Know words linked to the natural world (planet, land, sea, environment, climate).</p> <p>Know how to compare and explain differences between places.</p>

English Coverage 2025/26





Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	All About Me	All About my Family	All About my School	All About my Community	All About my Country	All About my World
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>						
Monster Phonics Progression Sounds	s a t p j n m d g o c k c k e u r h b	f f f l l s s j v w x y z z z q u c h s h t h t h n g o o a r	o o o w e e u r a i o r	o a e r i g h a i r o i e a r u r e	cvcc ccvc cvc+ ccvcc	cvc+ ccc ccvcc+ cvc+ HFW
HFW/CEW	a a t a s i n i t i s l a n a n d a m d a d t o i n t o g o n o t h e g e t d o g c a n g o t o n n o t c a t u p m u m p u t h a d o h h i m h i s b i g h a s	h e s h e m e w e b e o f i f o f f y o u m y t h e y f o r w i l l a l l w e n t w a s f r o m h e l p t o o h e r w i t h a r e y e s t h e n t h e m t h a t t h i s s a i d	l o o k n o w d o w n s e e g o i n g j u s t h a v e i t ' s d o s o	c o m e s o m e w e r e o n e l i k e b y w h e n l i t t l e w h a t d a y a w a y p l a y c h i l d r e n	y o u ' r e h e r e s a w t i m e o u t h o u s e a b o u t	m a d e m a k e c a m e I ' m v e r y o l d c a l l e d a s k e d l o o k e d t h e i r o u r M r M r s d o n ' t p e o p l e c o u l d
Drawing Club Focus:	The Little Red Hen The Colour Monster Goldilocks A Little Bit Brave Popeye Pink Panther	Rapunzel The Christmas Pine The Magic Porridge Pot The Magic Roundabout Willo the Wisp Mixed	Three Billy Goats Gruff The Odd Egg Chicken Licken Captain Pugwash Winter Sleep: A hibernation Story (Everybody Write)	Tiddler The Night Pirates Wacky Races Trapdoor The Gingerbread Man	Stuck Where the Wild Things Are Jack and the Beanstalk Bat fink White Hen and the Fox Bananaman	100 Decker Bus Lost and Found Hansel and Gretel Roadrunner Portland Bill The Three Little Pigs

Year Group	Term	Topic (geography, history & science)	Genre	Text Types/Name of text/number of weeks	Coverage	Ongoing coverage
1	Autumn	Toys Our School, weather and Seasons. Animals and Seasonal Changes People Who Care for Us Family	Fiction	Autumn 1  Toys in Space By Minnie Grey Everything Changes  Autumn 2	Autumn 1 -Beginning to punctuate sentences using a capital letter and a full stop , -Leaving spaces between words Autumn 2 -Beginning to punctuate sentences using a capital letter and a full stop , -Leaving spaces between words	Saying out loud what they are going to write about -Composing a sentence orally before writing it *Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning



English Coverage 2025/26

		Homes Henri Matisse Moving Pictures		The Crayon Man  Goldilocks and the Three Bears		<i>is clear.</i> -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Leave spaces between words Write from memory simple sentences dictated by the teacher
			Non-fiction	Autumn 1 'When You're Asleep Works at Night-time.'  Autumn 2 Recount –Linked to culture day	Autumn 1 -use time words to aid sequencing- first, next, finally Autumn 2 -use time words to aid sequencing- first, next, finally	
			Poetry	Autumn 2 Christmas poems	Autumn 2 -Beginning to punctuate sentences using a capital letter and a full stop, -Leaving spaces between words	
1	Spring	Seasonal changes- Spring and Summer Paul Klee Car with fixed wheels Florence and Mary Seacole My local Area	Fiction	Spring 1 Mr Grumpy's car.  Motor	Discuss what they have written Read their writing aloud clearly enough. -Regular plural noun suffixes (-s, -es)	





English Coverage 2025/26

		How we can look after the environment		<p>Spring 2 That's Not My Flower</p> 	<p>-To combine words to make sentences, including using and</p> <p>-uses because to provide reasoning</p> <p>-Sequencing sentences to form short narratives</p> <p>-Sentence demarcation (. ! ?)</p>	
		Non-fiction		<p>Spring 1</p>  <p>Florence Knightingale and Mary Seacole facts</p> <p>Spring 2</p> <p>A Planet Full of Plastic</p> 	<p>Discuss what they have written</p> <p>Read their writing aloud clearly enough.</p> <p>question mark or exclamation mark</p> <p>-Verb suffixes where root word is unchanged (-ing, -ed, -er)</p>	
		Poetry		<p>Spring It Starts Bee</p> <p>Spring 2 Spring – (Easter)</p>  <p>1- with poems</p>	<p>Discuss what they have written</p> <p>Read their writing aloud clearly enough.</p> <p>-Regular plural noun suffixes (-s, -es)</p>	

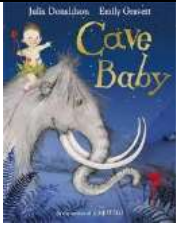
English Coverage 2025/26

					<p>-To combine words to make sentences, including using and</p> <p>-uses because to provide reasoning</p> <p>-Sequencing sentences to form short narratives</p> <p>-Sentence demarcation (. ! ?)</p>		
1	Summer	<p>Picnic for a day out (Food and Nutrition) A holiday destination –UK Seaside – Maria Martinez</p> <p>Basic Hygiene</p> <p>Transistion</p>	Fiction	<p>Summer There's Beach My Pants. </p> <p>Summer 2  The Worrysaurus</p>	1 a in	<p>Read their writing aloud clearly enough to be heard by their peers and teacher</p> <p>-Un- prefix to change meaning of adjectives/adverbs</p> <p>-Sentence demarcation (. ! ?)</p>	
			Non-fiction	<p>Summer 1 Instructions- Teeth brushing</p>		<p>Read their writing aloud clearly enough to be heard by their peers and teacher.</p> <p>Un- prefix to change meaning of adjectives/adverbs</p>	
			Poetry	<p>Summer 1 Season poems Using the senses</p>		<p>Read their writing aloud clearly enough to be heard by their peers and teacher</p> <p>-Un- prefix to change meaning of adjectives/adverbs</p>	



English Coverage 2025/26

Year Group	Term	Topic (geography, history & science)	Genre	Text Types/Name of text/number of weeks	Coverage	Ongoing coverage
					-Sentence demarcation (. ! ?)	
2	Autumn	<p>Autumn 1 – Explorers- Matthew Henderson Captain Scott -History Andy Wahol -Art</p> <p>Autumn 2 – Arctic/Antarctica - Geo Gloves -DT</p>	Fiction	 <p>Autumn 1- The Search for the giant arctic Jelly Fish</p> <p>The river – Tom Percival</p>   <p>Autumn 2- Little Red Riding Hood</p>	<p>Autumn 1- -Capital letters/lower -case letters -Form letters correctly Full stops -structuring simple sentences. -Capital letter for proper nouns and pronouns -Adjectives -expanded noun phrases -Conjunction- and</p> <p>Autumn 2- Re-telling the main events of the story. Sequencing sentences to create an ending. Comparison of texts by the same author. Information</p> <p>Coordinating conjunctions (using or, and, or but)</p>	<p>-Saying out loud what they are going to write about -Composing a sentence orally before writing it -Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, Draft writing – including new vocabulary - Self assessment</p>




English Coverage 2025/26

				 <p>Cave Baby</p>		
			Non-Fiction	Autumn 1- Arctic information Book.  Autumn 2- Alma Thomas – Report	Autumn 1- features Nouns Capital letters Full stops Question marks Information sentences Subheadings Autumn 2- Writing about real events in the past tense.	
			Poetry	Autumn 2- Christmas acrostic	Creating and presenting and performing.	
2	Spring	Spring 1 – The Great Fire of London- History Fairground ride-DT Spring 2 – Where We Live – Geo Alma Thomas-Art	Fiction	Spring 1-  The Naughty Bus (Multimodal)	Spring 1- Adjectives Question marks Story writing Expanded noun phrases Adjectives Spring 2- Question sentences, Command and Exclamation sentences Story writing Expanded noun phrases Apostrophes for contracted forms (e.g. don't, can't, there's)	-Saying out loud what they are going to write about -Composing a sentence orally before writing it -Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, - nouns/proper nouns - Draft writing – including new vocabulary - expanded noun phrases



English Coverage 2025/26

				 <p>Spring 2- The Smile shop</p>	<p>some variation of sentence openings (not always starting with the subject)</p> <ul style="list-style-type: none"> -Rereading to check that their writing makes sense and -Proofreading to check for errors in spelling. <p>Spring 2- commas in a list Sentence structures</p> <ul style="list-style-type: none"> -Rereading to check that their writing makes sense and -Proofreading to check for errors in spelling. 	
			Non-Fiction	<p>Spring 1-</p>  <p>A Winters Sleep</p>	<p>Spring 1- Coordinating conjunctions (using or, and, or but)</p> <p>Apostrophes for contracted forms (e.g. don't, can't, there's)</p> <p>Sentences to inform.</p>	



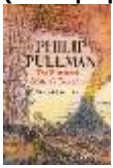
English Coverage 2025/26

			Poetry	 <p>Spring 2 – It's Behind you -learning and performing Spring 2- Spring poems – (Easter)</p>	<p>Spring 2- creating and presenting poetry</p>	
2	Summer	<p>Summer 1 – Madagascar and the Lake district – Geo Barbara Hepworth- Art</p> <p>Summer 2 – Local history- School Food- Salad-DT</p>	Fiction	<p>Summer 1- Ghost Orchid</p>  <p>Meerkat Mail</p>  <p>Summer 2- The Dragon Machine</p>	<p>Summer 1- Setting description- expanded noun phrases Variation of sentence openings singular possessive (e.g. the girl's name)</p> <p>Summer 2- Post card writing features</p> <p>Subordinating conjunctions (using when, if, that, or because)</p> <p>Sentences with different forms – statements/commands questions, exclamations and commands</p>	<p>-Saying out loud what they are going to write about -Composing a sentence orally before writing it -Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, - nouns/proper nouns - Draft writing – including new vocabulary - expanded noun phrases</p>



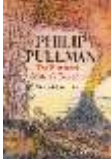
English Coverage 2025/26

			 		
		Non-fiction	Summer 1- Non – chronological report Our school history	Summer 1- Past tense Information sentences. Features and layout	
		Poetry	Summer 2- Poems using the senses	Summer 2- Rhyming Creating and performing.	




English Coverage 2025/26

3	Autumn	<p>Stone Age Light</p> <p>Extreme Earth Rocks and soils</p>	Fiction	<p>Autumn 2- The Wild Way Home (Narratives – setting)</p>  <p>The Firework Maker's Daughter The Greatest Show on Earth (Play scripts)</p>  <p>The Firework Maker's Daughter (Newspaper Report)</p> 	<p>Autumn 2- <u>The Wild Way Home:</u> Drafting: -in narratives create setting, characters and plot Vocabulary: - Effective language used to help reader picture a setting Grammar: - Uses adjectives in expanded noun phrases.</p> <p><u>Playscript:</u> Grammar: - Use of the determiner a/an -Past and present tenses used correctly and consistently (present)</p> <p><u>Newspaper report:</u> Punctuation: - Begin to use inverted commas for direct speech. Grammar: -Express cause: <u>conjunctions:</u> (so, so that, because, since, on condition that).</p>	<p>Transcription: -Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far -Use first two or three letters of a word to check its spelling in a dictionary Handwriting: - Letters correctly formed and sized. - Writing mostly joined correctly. Contexts for writing: -Writing narratives about personal experiences and those of others (real and fictional) -Writing poetry -Writing for different purposes - Links to topics - School trips Planning writing: - Plans/models used to start to group related material - Uses familiar structure to create a story plot - 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 Drafting writing: -Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures -in non-narrative use simple organisational devices such as headings and subheadings</p>
			Non Fiction	<p>Autumn 1- How to Wash a Woolly Mammoth (Instructions)</p> 	<p>Autumn 1- <u>Instructions:</u> Grammar: - Express place: Prepositions (on, in, behind, on top of, outside, inside) <u>Express time : adverbs</u> (later, first, then, as soon as, as long</p>	


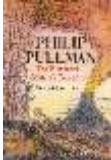

English Coverage 2025/26

			<p>Autumn 1- Black History Month Focus (Non-chronological report)</p> 	<p>as)</p> <p>Non-chronological report:</p> <p>Drafting:</p> <p>-in non-narrative use simple organisational devices such as headings and subheadings</p> <p>Grammar:</p> <p>-1st or 3rd person used consistently (focus on third person)</p>	<p>Editing writing:</p> <ul style="list-style-type: none"> - With prompting, proof-reads own work to check spelling/punctuation. - Proposes change to own and others' work to develop grammar/vocabulary. <p>Performing writing:</p> <ul style="list-style-type: none"> - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear <p>Grammar:</p> <ul style="list-style-type: none"> - Most sentences are cohesive and make sense. - Past and present tenses used correctly and consistently - Mostly correct use of the determiner a/an. <p>Punctuation:</p> <ul style="list-style-type: none"> - Consistently uses capital letters accurately. - Use of full stops is mostly accurate within extended pieces. - Mostly accurate and appropriate use of question marks and exclamation marks
		Poetry	<p>Autumn 1-Harvest Festival (Acrostic Poem)</p> 	<p>Autumn 1-</p> <ul style="list-style-type: none"> - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear. 	
Spring	Pompeii (Geography)	Fiction	<p>Spring 1- Escape from Pompeii (recount- diary)</p>  <p>The Boy Who Biked the World (persuasive writing advert/leaflet)</p>	<p>Spring 1-</p> <p>Recount – diary</p> <p>Punctuation:</p> <ul style="list-style-type: none"> - Apostrophes used for singular possession and contraction -1st or 3rd person used consistently (focus on first person) <p>Persuasive writing advert/leaflet</p> <p>Grammar:</p> <p>Express time: Conjunctions (when, before, after, since)</p>	<ul style="list-style-type: none"> - Commas used in lists. - Begin to use inverted commas for direct speech.


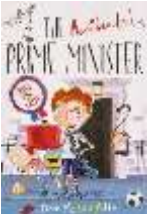

English Coverage 2025/26

				 <p>Spring 2</p> <p>The Day the Crayons Quit (informal letter)</p>  <p>The accidental Prime Minister (formal letter)</p> 	<p>Express cause: <u>prepositions</u> (because of, instead of)</p> <p>Informal Letter Grammar: - Uses a range of subordinating conjunctions when, before, after, while, so, because -Extend the range of sentences with more than one clause using a wider range of conjunctions- when, if, because, although</p> <p>Formal Letter Express place- <u>conjunctions</u> (wherever, where)</p>	
			Non Fiction	Italy – the perfect place for a holiday	<p>Spring 1 List Poem Performing Writing: - Read aloud their own writing, to a group or the whole class,</p>	

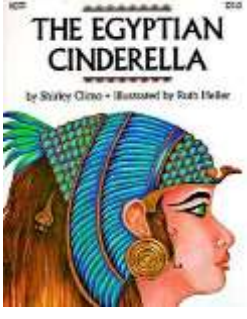

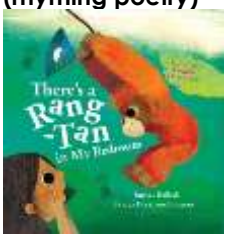
English Coverage 2025/26

				<p>By Jessie Whitehead</p> <p>Main Poetry Index</p> <p>Travels/Transept Poems</p> 	<p>using appropriate intonation and controlling tone and volume so the meaning is clear (recap)</p>	
		<p>Poetry</p>		<p>Spring 1- Escape from Pompeii (recount- diary)</p>  <p>The Boy Who Biked the World (persuasive writing advert/leaflet)</p>  <p>Spring 2</p> <p>The Day the Crayons Quit (informal letter)</p>	<p>Spring 1- Recount – diary Punctuation:</p> <ul style="list-style-type: none"> - Apostrophes used for singular possession and contraction - 1st or 3rd person used consistently (focus on first person) <p>Persuasive writing advert/leaflet Grammar:</p> <p>Express time: Conjunctions (when, before, after, since)</p> <p>Express cause: <u>prepositions</u> (because of, instead of)</p> <p>Informal Letter Grammar:</p> <ul style="list-style-type: none"> - Uses a range of subordinating conjunctions when, before, after, while, so, because -Extend the range of sentences with more than one clause using a wider range of 	

English Coverage 2025/26

			 <p>The accidental Prime Minister (formal letter)</p> 	<p>conjunctions- when, if, because, although</p> <p>Formal Letter Express place- <u>conjunctions</u> (wherever, where)</p>
Summer		Fiction	<p>Summer 1 The Great Kapok Tree (Explanation text)</p>  <p>Summer 2 The Egyptian Cinderella (Character Description & Narrative Story)</p>	<p>Summer 1 <u>Explanation text</u> Grammar:</p> <ul style="list-style-type: none"> - Express place: <u>adverbs</u> (above, below, inside, everywhere) - Express cause: <u>adverbs</u> (in order to, as a result of) <p>Summer 2 <u>Character Description</u> Vocabulary:</p> <ul style="list-style-type: none"> - Effective vocabulary used to bring characters to life <p><u>Narrative story</u> - Beginning to use a range of</p>

English Coverage 2025/26

					nouns and pronouns to avoid repetition.	
			Non Fiction	Summer 1 Little People Big Dreams: David Attenborough (Biography) 	Summer 1 Biography Grammar: Express time: - <u>Prepositions</u> (during, in, after, before, since)	
			Poetry	Rang-tan in my bedroom (rhyming poetry) 	Summer 1 Performing Writing: - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear (recap) (link to ongoing computer skills)	
4	Autumn	Autumn 1 - History - Black History Month	Fiction	Autumn 1 - Humorous Narrative Fiction Horrid Henry	Autumn 1 - Vocabulary - Deliberate vocabulary choices and description of actions to bring characters to life	Transcription -Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far

English Coverage 2025/26



**Autumn 2-
Fables - Aesop's Fables
Audio resources**



Grammar

- Uses a range of fronted adverbials

Punctuation

- Consistent use of capital letters
- Use of full stops is accurate
- Accurate use of questions marks and exclamation marks
- Uses commas after fronted adverbials
- Accurately uses inverted commas for direct speech with use of surrounding punctuation mostly accurate. (a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") new speaker, new line

**Autumn 2-
Grammar**

- Uses a range of fronted adverbials

Punctuation

- Consistent use of capital letters
- Use of full stops is accurate
- Accurate use of questions marks and exclamation marks
- Uses commas after fronted adverbials

- Use first two or three letters of a word to check its spelling in a dictionary

Handwriting

- Letters correctly formed and sized
- Writing mostly joined correctly
- *Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.*

Contexts for writing

- Writing poetry
- Writing for different purposes
- Links to topics (Science – Digestive system)
- School trips (Hathersage residential)

Planning writing




- Plans/models used to start to organise paragraphs around theme (change in setting, time, character)
- Uses familiar structure to create a story plot
- 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

Drafting Writing

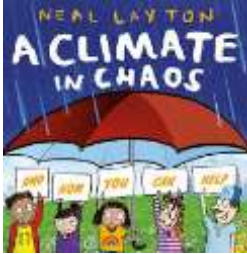
English Coverage 2025/26

					- Accurately uses inverted commas for direct speech with use of surrounding punctuation mostly accurate. (a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") new speaker, new line	-Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures <i>*Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</i>
			Non-fiction	Autumn 1- Instructions (BHM – Harriet Tubman) Autumn 2- Explanations How to make chocolate (from bean to bar)	Autumn 1- Autumn 2- -in non-narrative use simple organisational devices such as headings and subheadings	Editing writing - Starting to independently proof-read own work to check for errors - Proposes change to own and others' work to develop grammar/vocabulary. - Assess the effectiveness of their own and others' writing and suggest improvements. <i>*Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</i>
			Poetry	Autumn 1- Syllabic Poetry Haiku/Tanka Autumn 2 - Imagery Poems	Autumn 1 - Context for writing Writing poetry Autumn 2 - Context for writing Writing poetry	Grammar - Sentences are cohesive and make sense - Correct use of standard English for past and present tense - Correct use of the determiner a/an - Express time- <u>conjunction</u> (when, before, after, since) <u>prepositions</u> (during, in, after, before, since) <u>adverbs</u> (later, first, then, as soon as, as long as)
	Spring	Spring 1 – Myths and Legends Spring 2 – Science – Human digestive system	Fiction	Spring 1- Myths and Legends Narrative	Spring 1- Drafting Writing - in narratives create setting, characters and plot Vocabulary	

English Coverage 2025/26

		<p>(Science from Spring 1)</p>		  <p>Spring 2- Graphic Science Fictional Recount</p> 	<ul style="list-style-type: none"> - Deliberate language choices, including use of imagery, used to create clear and vivid settings. - Deliberate vocabulary choices and description of actions to bring characters to life <p>Grammar</p> <ul style="list-style-type: none"> - Uses a range of nouns and pronouns to avoid repetition - Uses a range of fronted adverbials - Uses expanded noun phrases, including modifying adjectives, nouns and prepositions. (the strict maths teacher with curly hair) - extend the range of sentences with more than one clause using a wider range of conjunctions- when, if, because, although - Accurately uses a range of subordinating conjunctions. when, before, after, while, so, because <p>Punctuation</p> <ul style="list-style-type: none"> - Consistent use of capital letters - Use of full stops is accurate - Accurate use of questions marks and exclamation marks 	<ul style="list-style-type: none"> -Express place- <u>conjunctions</u> (wherever, where) <u>prepositions</u> (on, in, behind, on top of, outside, inside) <u>adverbs</u> (above, below, inside, everywhere) -Express cause- <u>conjunctions</u> (so, so that, because, since, on condition that) <u>prepositions</u> (because of, instead of) <u>adverbs</u> (in order to, as a result of) <p>Grammatical Vocabulary</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>
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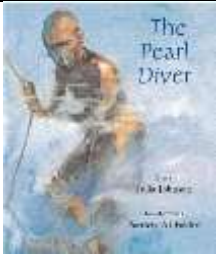
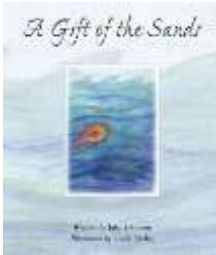

English Coverage 2025/26

				<p>- Uses commas after fronted adverbials</p> <p>Spring 2- Contexts for writing -Writing narratives about personal experiences and those of others (real and fictional)</p>	
		Non-fiction	<p>Spring 1- Persuasion</p>  <p>Spring 2- Non-chronological reports –</p>	<p>Spring 1- Contexts for writing -Writing about real events</p> <p>Performing Writing - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear <i>*purposeful audiences</i></p>	
				Spring 2	

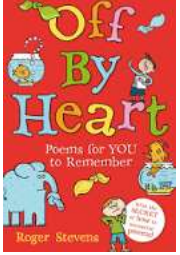

English Coverage 2025/26

					-in non-narrative use simple organisational devices such as headings and subheadings
			Poetry	Spring 1 – List poems and Kennings Spring 2- Performance poetry	Spring 1- Context for writing Writing poetry Spring 2- Context for writing Writing poetry
	Summer	Summer 1 – Summer 2 – Hathersage Residential	Fiction	Summer 1- Play scripts Star Trash The Umpire Strikes Back Summer 2 - Stories of times past and Stories from other cultures	Summer 1- - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear and in the Summer Term Writing for different purposes - Deliberate vocabulary choices and description of actions to bring characters to life and spring, summer too Summer 2- Grammar -present perfect form of verbs in contrast to the past tense


English Coverage 2025/26

			 	<p>(e.g he has gone out to play/he went out to play)</p> <ul style="list-style-type: none"> - Uses a range of fronted adverbials - Uses expanded noun phrases, including modifying adjectives, nouns and prepositions. (the strict maths teacher with curly hair) 	
		Non-fiction	<p>Summer 1- Discussion Text</p>  <p>Summer 2-</p>	<p>Summer 1- Theme: Zoos: <u>Discussion Text/Balanced Argument</u></p> <p><u>Audience: Miss. Doherty</u></p> <p><u>Purpose: To provide Miss. Doherty with a balanced argument focusing on the positive and negative facts</u></p>	

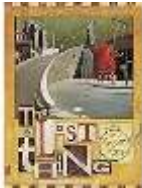

English Coverage 2025/26

				<p>Hathersage Residential (Leaflet, tour guide, recount tbc)</p>	<p>and opinions on Zoo's. Will Miss. Doherty continue to book a class trip to a Zoo after reading our writing?</p>	
			Poetry	<p>Summer 1- Poetry by heart</p>  <p>Summer 2- Nonsense poetry On the Ning Nang Nong</p>	<p>Summer 1-</p> <p>Summer 2-</p> <p>Context for writing Writing poetry</p> <p>Performing Writing - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear <i>*purposeful audiences</i></p>	
5	Autumn	Gothic narrative Art – line and tone to create mood. (Illustrations from text.)	Fiction	<p>Autumn 1 – Goth Girl Character descriptions Tour guides</p> 	<p>In narrative, describe characters. Introduce relative clauses. Relative pronouns. Commas to indicate parenthesis. Revisit adjectives and expanded noun phrases.</p>	<p>-use dictionaries to check for spelling and meaning of words.</p> <p>-use the first three or four letters of a words to check spelling/meaning.</p> <p>-use a thesaurus</p> <p>- handwriting (see progression grid)</p>


English Coverage 2025/26

		<p>Black History Month – Hidden Figures</p> <p>Science – Earth and Space</p>	<p>Non-Fiction</p> <p>Autumn 2 – Hidden Figures Formal Letter Writing/memoirs</p> 	<p>Writing for different purposes – linked to topic of Black History. Revisit relative clauses. Adverbs of possibility.</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning – (emotive/persuasive language/Rhetorical questions/modality/conjunctions) - Uses a range of cohesive devices, including various adverbials, within paragraphs [for example, then, after that, this, firstly] - noting and developing initial ideas, drawing on reading and research where necessary Modal verbs <p>Use further organisational and presentational devices to structure text and to guide the reader. (e.g bullet points, headings, underlining etc.)</p>	<ul style="list-style-type: none"> - using a wider range of devices to build cohesion within and across paragraphs - Writing for different purposes - Planning writing - Drafting writing - Editing writing - Links to topics and school trips - Writing is independently organised into paragraphs - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -Select grammatical structures for effect
		<p>Design and Technology – Christmas gift instructions for construction of toy.</p>	<p>Instructional writing</p>	<p>Autumn 2 – Narrative Poetry</p>	<p>Writing poetry</p> <ul style="list-style-type: none"> -Writing poetry - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear

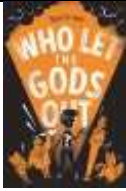
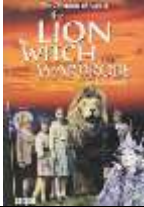

English Coverage 2025/26

					- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	- Use of simple complex and compound sentences -Consistent use of capital letters, full stops, exclamation, question marks -Apostrophes -Grammatical terminology
	Spring		Fiction	<p>Spring 1 – Short narratives – The lost thing</p>  <p>Spring 2 – Cloud Tea Monkeys</p> 	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> - Use of expanded noun phrases with modifiers before and after the noun - Uses a range of cohesive devices, including various adverbials, within paragraphs [for example, then, after that, this, firstly] • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Some use of accurately punctuated relative clauses beginning with who, when, where, when, whose, that or with - Uses modal verbs or adverbs to indicate degrees of possibility <p>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range 	



English Coverage 2025/26

				of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials
		Non Fiction	<p>Spring 1 – Lighthouse – Newspaper reports</p> <p>Spring 2 – Travel writing/travel guides</p>	<ul style="list-style-type: none"> - Uses a range of cohesive devices, including various adverbials, within paragraphs (for example, then, after that, this, firstly) - Pronouns to avoid repetition. - Accurately uses all speech punctuation, including split speech, for dialogue. - Writing is independently organised into paragraphs - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	Shakespeare week	Poetry	<p>Spring 2 – Shakespeare – Macbeth</p> 	<ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
Summer	History topic - Ancient Greeks	Fiction	<p>Summer 1 – Who let the God's out?</p>	

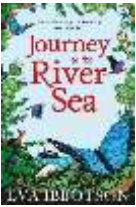
English Coverage 2025/26

				 <p>Summer 2 – The Lion, the witch and the wardrobe</p> 		
			Non Fiction	Summer 1 – Summer 2 –		
			Poetry	Summer 2 – The lion, the witch and the wardrobe.		
Year Group		Topics	Genre	Texts	Coverage	Ongoing coverage
6	Autumn	World War 2 Black History Month	Fiction	Autumn 1 - When the Sky Falls by Phil Earle 	Autumn 1 - Writing narratives about personal experiences and those of others (real and fictional) -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -The difference between vocabulary typical of informal speech and vocabulary	-use dictionaries to check for spelling -use a thesaurus - handwriting (see progression grid)



English Coverage 2025/26

			<p>Autumn 2 -Kensuke's Kingdom by Michael Morpurgo</p> 	<p>appropriate for formal speech and writing</p> <p>Autumn 2- Writing narratives about personal experiences and those of others (real and fictional)</p> <p>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>-using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>- using a wider range of devices to build cohesion within and across paragraphs</p> <p>- Writing for different purposes</p> <p>- Planning writing</p> <p>- Drafting writing</p> <p>- Editing writing</p> <p>- Links to topics and school trips</p> <p>- Writing is independently organised into paragraphs</p>
		Non-fiction	<p>Autumn 1 BBC Black History Heroes</p> <p>Autumn 2- Recount (Holocaust centre and learning)</p>	<p>Autumn 1 Writing about real events Colon to introduce a list Semi colons within a list</p> <p>Autumn 2- Writing narratives about personal experiences and those of others (real and fictional)</p>	<p>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>
		Poetry	<p>Autumn 2- Blackout poems</p> 	<p>Autumn 2- Writing poetry</p>	<p>-Select grammatical structures for effect</p> <p>- Using organisational features</p>
	Spring	The Americas	Fiction	Spring 1-	<p>Spring 1 - -Perfect tense</p> <p>- Correct tenses</p>

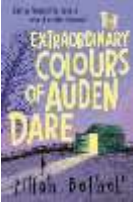
English Coverage 2025/26

				<p>UFO Diary</p>  <p>Spring 2- Journey to the River Sea</p> 	<p>Recap brackets, dashes or commas for parenthesis.</p> <p>Uses a range of cohesive devices, including various adverbials, within paragraphs</p> <p>Uses a range of cohesive devices, including various adverbials, within paragraphs</p> <p>Spring 2- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>-using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>Interviews (linked to DART)</p>	<p>-Subject verb agreement</p> <p>-Proof read spelling and punctuation</p> <p>- Use of simple complex and compound sentences</p> <p>-Consistent use of capital letters, full stops, exclamation, question marks</p> <p>-Apostrophes</p> <p>-Grammatical terminology</p>
		Non-fiction		<p>Spring 1- Extreme UFOs & Aliens</p>	<p>Spring 1- Precising/ Cohesion across paragraphs</p> <p>using passive verbs to affect the presentation of information in a sentence</p>	

English Coverage 2025/26

				 <p>Spring 2- Newspaper reports</p>	<p>-using the perfect form of verbs to mark relationships of time and cause</p> <p>Punctuating bullet points consistently</p> <p>Spring 2- using further organisational and presentational devices to structure text and to guide the reader</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>-using the perfect form of verbs to mark relationships of time and cause</p> <p>using modal verbs or adverbs to indicate degrees of Possibility</p>	
			Poetry	<p>Spring 2- The Lost Words</p> 	<p>Spring 2 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	

English Coverage 2025/26

	Summer	Mining Pride Month	Fiction	<p>Summer – The Extraordinary Colours of Auden Dare</p> 	<p>Summer 1- Beginning to select vocabulary and grammatical structures for effect - Maintains tense consistently and move between past, present and future Synonyms Dialogue to advance the action and convey the character Building atmosphere/tension</p>	
			Non-fiction	<p>Summer – Should the coal mines reopen? Balanced Argument</p>	<p>Summer Recap modal verbs Persuasive devices Rhetorical questions -using modal verbs or adverbs to indicate degrees of possibility – adverbs - perhaps and surely</p>	
			Poetry	<p>Summer - The Shakespeare Stories by Andrew Matthews & Tony Ross</p>	<p>Summer - Performing - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear (linked to Music compositions)</p>	

English Coverage 2025/26

					
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