

The Dingle School – Year 1 English Overview

WORD Year 1	SENTENCE Year 1	TEXT Year 1	PUNCTUATION Year 1
<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> Joining words and joining clauses using and Say sentences out loud, composing orally before they write Re-read sentences to check it makes sense Discuss what they have written Read writing aloud 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives <div data-bbox="1160 419 1603 483" style="background-color: #00a6d6; color: white; text-align: center; padding: 2px;">HANDWRITING</div> <ul style="list-style-type: none"> Begin to form letters and digits in the correct direction, starting and finishing in the right place Hold a pencil correctly 	<ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology	Spellings		
<p>Letter, capital letter Word, singular, plural Sentence, punctuation Full stop, question mark Exclamation mark</p>	<ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, he, be, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our. The days of the week Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound Write from memory simple words dictated by the teacher that include words already learned 		

The Dingle School – Year 2 English Overview

WORD Year 2	SENTENCE Year 2	TEXT Year 2	PUNCTUATION Year 2
<ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding [e.g. whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon] Identify the function of and use different sentences: statement, question, exclamation or command 	<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. <i>she is drumming, he was shouting</i>] 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. <i>the girl's name</i>]
Handwriting	Spellings		
<ul style="list-style-type: none"> In some writing, use the horizontal and diagonal strokes that are needed to join letters Write capital letter and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Spell by segmenting into phonemes and representing these by graphemes, spelling many of these correctly. Common exception words, as listed in Appendix 1. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common phonemes (e.g. to, two , too) . Spell more words with contracted forms (Appendix 1) Write from memory simple sentences dictated by the teacher that contain words and punctuation taught so far. 		

The Dingle School – Year 3 English Overview

TEXT Year 3	SENTENCE Year 3	WORD Year 3	PUNCTUATION Year 3	
<ul style="list-style-type: none"> • 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] • Plan their writing by discussing structure, vocabulary and grammar of writing similar to that which they are planning to write • Compose and rehearse sentences orally, building a rich and varied vocabulary and an increasing range of sentence structures • Evaluate and edit their own and others writing • Propose changes in grammar and vocabulary • Proofread for spelling and punctuation errors • Read aloud to their partner or class using appropriate intonation and volume 	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], prepositions [e.g. before, after, during, in, because of] • In narrative create settings, characters and plot 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [e.g. 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] 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech • Continue to accurately use capital letters, closing punctuation and commas in a list. 	
	Handwriting			<ul style="list-style-type: none"> • With more consistency, use the horizontal and diagonal strokes that are needed to join letters • Understand which letters are best left unjoined • Increased legibility ensuring size and spacing are accurate
	Spellings			
<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (eg. sub-, re-, auto, inter-, un-, dis-, mis, in-, anti-, super-, -ation, -ly, see Appendix 1) • Spell further homophones and near homophones • Spell words that are often misspelt (Appendix 1) • Write from memory simple sentences dictated by the teacher that contain words and punctuation taught so far. 				

The Dingle School – Year 4 English Overview

TEXT Year 4	SENTENCE Year 4	WORD Year 4	PUNCTUATION Year 4
<ul style="list-style-type: none"> • 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 • Plan their writing by discussing structure, vocabulary and grammar of writing similar to that which they are planning to write • Compose and rehearse sentences orally, building a rich and varied vocabulary and an increasing range of sentence structures • Evaluate and edit their own and others writing • Propose changes in grammar and vocabulary • Proofread for spelling and punctuation errors • Read aloud to their partner or class using appropriate intonation and volume 	<ul style="list-style-type: none"> • 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 bad news.] • In narrative create settings, characters and plot 	<ul style="list-style-type: none"> • 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] • Subordinate clauses 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] • Apostrophes to mark plural possession [e.g. <i>the girl's name, the girls' names</i>] • Use of commas after fronted adverbials and subordinate clauses at the start of sentences • Continue to accurately use capital letters, closing punctuation and commas in a list.
	Spellings		
	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (eg. sub-, re-, auto, inter-, un-, dis-, mis-, in-, anti-, super-, –ation, -ly, see Appendix 1) • Spell further homophones and near homophones • Spell words that are often misspelt (Appendix 1) • Write from memory simple sentences dictated by the teacher that contain words and punctuation taught so far. 		
	Handwriting		
<ul style="list-style-type: none"> • Consistently use the horizontal and diagonal strokes that are needed to join letters • Understand which letters are best left unjoined • Continue to increased legibility ensuring size and spacing are accurate 			

The Dingle School – Year 5 English Overview

WORD Year 5	SENTENCE Year 5	TEXT Year 5	PUNCTUATION Year 5
<ul style="list-style-type: none"> Using 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] or tense choices [e.g. he had seen her before] 	<ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [for example, might, should, will, must] 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [e.g. –ate; –ise; –ify] Verb prefixes [e.g. dis–, de–, mis–, over– and re] 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity (after fronted adverbials, around embedded clauses and after opening subordinate clauses) Continue to accurately use capital letters, closing punctuation and commas in a list.
Handwriting	Spellings		
<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose which shape of letter to use when given choices, deciding whether or not to join specific letters Choose the writing implement best suited for the task. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidelines for adding them (eg. adding suffixes to words ending in -fer, re-, auto, inter-, un-, dis-, mis, in-, anti-, super-, –ation, -ly, see Appendix 1) Spell some words with silent letters eg. knight, psalm, solemn Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 Continue to distinguish between homophones and other words which are often confused Use dictionaries to check spelling and meaning of words (using the first 3 or 4 letters of a word) Write from memory simple sentences dictated by the teacher that contain words and punctuation taught so far 		

WORD Year 6	SENTENCE Year 6	TEXT Year 6	PUNCTUATION Year 6
<ul style="list-style-type: none"> 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 [for example, big, large, little]. 	<ul style="list-style-type: none"> 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 [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
<p>Handwriting</p>	<p>Spellings</p>		
<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose which shape of letter to use when given choices, deciding whether or not to join specific letters Choose the writing implement best suited for the task. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidelines for adding them (eg. adding suffixes to words ending in -fer, re-, auto, inter-, un-, dis-, mis, in-, anti-, super-, -ation, -ly, see Appendix 1) Spell some words with silent letters eg. knight, psalm, solemn Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 Continue to distinguish between homophones and other words which are often confused Use dictionaries to check spelling and meaning of words (using the first three or four letters of a word) Use a thesaurus Write from memory simple sentences dictated by the teacher that contain words and punctuation taught so far 		

