

## Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

### English Curriculum Plan

#### Intent

##### *Overall Intent (end of primary expectations):*

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all of our pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a broad and varied vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

A writer from Bickleigh Down (C of E) Primary School will be able to:

- communicate their ideas in a variety of forms by exposure to a wide variety of genres
- take pride in their written work and write clearly, coherently and accurately and adapt their language and style for a range of purposes
- acquire a broad and varied vocabulary which they use with great effect in their own writing and when communicating orally
- accurately spell most words and efficiently use a dictionary to check unfamiliar spellings.
- edit their written work to improve the standard of writing
- develop a continuous cursive style of handwriting which they use in all their written work
- have a command of Standard English, which they communicate in their writing and everyday conversations.

At the end of key Stage Two, a writer from Bickleigh Down will be confident in their writing ability and be ready to meet the expectations and challenges for Key Stage Three.

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	Amazing me	Superheroes/ Celebrations	Fairy tales	Our World	Mini-Beasts	The Sea
English Writing Giving meaning to marks that they made	Formation of Set 1 speed sounds Correct pencil grip Write name	Begin to write CV CVC and CVCC/CCVC words	Embedding and independent expectation of CV, CVC and CVCC/CCVC words	Begin to write captions, labels, story maps and punctuation (FS, CL and finger spaces)	Sentence structure - supported. Hold a sentence and write it down.	Sentence structure - embed and become independent
Reading Understanding that information can be taken from books - follow Read Write Inc. phonics reading progression	Recognise Set 1 speed sounds Rhymes and syllables	Recognise set 1 and 2 speed sounds Rhymes and syllables Red words Book Bag Books sent home matching current phonics learning	Blend phonemes, graphemes and tricky words.	Develop fluency and pace. Beginning to sight recognise red words (set 1 and 2 speed sounds)	Fluency and chunking of longer words inc polysyllabic words.	Begin set 3 speed sounds.
High quality Texts	You Choose What Makes Me a Me. Part of the Party The Little Red Hen The Gruffalo		Jack and the Beanstalk The Gingerbread Man	We're Going on a Lion Hunt	The Very Busy Spider	
	Reading notes - Comprehension of stories being told. Comprehension of what is being read. Embed phase 3 graphemes. Texts chosen will reflect the interests of the cohort as this structures the learning environment and curriculum. - some units are child-initiated					

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

	<p>The intent of the foundation stage is to provide a language rich environment with the opportunities to mark make. There are extensive opportunities for the children to develop their gross motor skills (bikes, outdoor play,, sand, dough and PE); to foster muscle development; and acquire fine motor skills (pencil grip and pencil control).</p> <p>There are daily phonics sessions (RWI)</p> <p>Reading - story telling daily.</p> <p>Opportunities through free flow and daily routines to embed English skills e.g. reading names during the dinners, sensory play, modelling writing everywhere, chalk and range of media used on the playground.</p> <p>Capturing of writing on tapestry alongside using formal writing books. Some words are spelt correctly, others are phonetically plausible.</p>					
Year 1	My Family My Body	Guy Fawkes Queen Elizabeth	England	London	Living Things	The Seaside
English Writing	Descriptive writing Non-fiction labelling Autumn poetry	Bonfire night recount Descriptive writing Letter to Santa	Innovate own story Descriptive writing Instructions	Information text/ fact file Innovate own story	Information text Poetry	Story with real and made up characters
Reading	<p>Daily phonics sessions through Read, Write, Inc.</p> <p>Reading comprehension sessions through Read, Write, Inc</p> <p>Star Reader Assessments start according to ability. Progression to Accelerated Reader programme as appropriate.</p> <p>Individual readers</p> <p>Daily story time - exposure to text</p>					
High quality Texts	Guess How Much I Love You Look for Me in this ABC Whose Baby? Dear Zoo Autumn poetry	Sparks in the Sky The Queen's Knickers How to Catch Santa - Jean Reagan	Knock, Knock, Open the Door How to Wash a Woolly Mammoth - Michelle Robinson (non-fiction)	Don't Spill the Milk - Christopher Cor, Stephen Jenkins Look Inside - London (non-fiction)	Hidden World - Ocean Libby Walden On the Road - Susan Stegall (poem)	Boa's Bad Birthday - Jeanne Willis, Tony Ross Daisy Doodles - Michelle Robinson

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

Grammar and punctuation	<p>Adjectives Capitals for names leaving spaces between words joining words to make sentences and joining words and clauses/sentences using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Conjunctions (and) Adding _ing Simple time adverbials (first, next, later)</p>	<p>Adjectives Extend with 'and'</p>	<p>verbs</p>	<p>Adverbials Start to understand noun phrases (Y2) Conjunctions (because) _ed verb endings</p>	<ul style="list-style-type: none"> <li>· understanding how words can combine to make sentences</li> <li>· punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>· using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul> <p>Understanding separation of words with spaces.</p>
	<p>Read, Write Inc. Phonics sessions daily Individual reading daily As the year progresses, Guided Reading sessions are phased in as the children become confident with phonics and move to library books. Continuous cursive handwriting is taught daily using the Letter-join programme Grammar is taught through No-Nonsense Literacy writing sequences based on high quality texts.</p>					
Year 2	The Great Fire of London	Australia	Making Sandwiches		The Space Race	
English Writing	<p>Assessment through various short writing tasks. Character Description</p>	<p>Non-chronological text Story about catching something related to Christmas</p>	<p>Story with two points of view Instructions</p>	<p>Story about a food becoming disgusting</p>	<p>Information text including a set of instructions Double page for information</p>	<p>Story about telling the truth</p>

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

					text including flaps for extra information.	
Grammar and Punctuation	<p>Revision of Y1 objectives:</p> <p>Leaving spaces between words</p> <p>Joining words and joining clauses using and</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun I</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>use expanded noun phrases to describe and specify (e.g. the blue butterfly)</p> <p>Use subordination - when, if, that, because and coordination - or, and, but</p>	<p>Learn how:</p> <ul style="list-style-type: none"> <li>the grammatical patterns in a sentence indicate its function as a statement or question</li> <li>expanded noun phrases are used to describe and specify, (e.g. the blue butterfly)</li> </ul> <p>Verbs and tenses</p> <p>Using words/ phrases to order</p> <p>Writing commands</p> <p>Organising an instructional text</p>	<p>Expand noun phrases to describe and specify (e.g. the blue butterfly)</p> <p>Show correct choice and consistent use of tense throughout writing</p> <p>Look at how different clauses make up a sentence</p> <p>Introduce inverted commas and correct use of direct speech (Y3 objective)</p> <p>Continuing to reinforce the correct use of sentence punctuation and commas in a list.</p>	<p>Learn how the grammatical patterns in a sentence indicates its function as a statement, question, exclamation, command</p> <p>Use the present and past tenses correctly and consistently, including the progressive form.</p> <p>Use subordination (using 'when', 'if', 'that', or 'because') and co-ordination (using 'or', 'and', or 'but').</p> <p>Extend the range of sentences with more than one clause</p>	Revision and consolidation of all Y2 grammar objectives.

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

					by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. (Y3)	
Spelling	Ge/ dge endings 'j' sound spelt as a 'g' in words when before 'e', 'i' or 'y' 's' sound spelt 'c' before 'e', 'i' and 'y' 'n' sound spelt 'kn' and 'gn' 'r' sound spelt 'wr' at the beginning of words	'l' sound spelt 'le' and 'el' and 'al' at the end of words Words ending in 'il' The 'igh' sound spelt 'y' at the end of words Adding 'es', 'ed', 'ing', 'er' and 'est' to nouns and verbs ending in 'y'	Adding the ending, 'ing', 'ed', 'er', 'est' and 'y' to words ending in 'e' with a consonant before it Suffix -ing, -ed -est, -y to verbs with a short vowel sound Sound 'or' spelt a before l and ll 'u' sound spelt o	'e' sounds spelt -ey and pluralisation The sound 'o' spelt with an 'a' after w or qu The sounds spelt 'or' after 'w' The 'or' sounds spelt 'ar' after 'w' The sound 'sh' spelt 's' Suffixes -ment and -less	Suffix -ness, -ful, -ly for all word endings Contractions Possessive apostrophe (singular) Words ending in -tion Homophones and near homophones	Recap of all taught spelling rules
Reading	<p>Daily RWI phonics sessions for those children still needing this</p> <p>Guided reading activity - 20 minutes 3 x week for children not still having phonics session</p> <p>Whole class guided reading session - 40 minutes 2 x weekly</p> <p>Progression to library books using Star Reader assessment and Accelerated Reader system</p> <p>1:1 reading with adult 1 - 2 times weekly.</p> <p>Suitable book bag books either phonics based or at appropriate AR ZPD level to encourage reading with an adult at home</p> <p>Class story</p>					
High Quality Texts	Fantastic Mr Fox - Roald Dahl	Reptiles How to Catch Santa - Jean Reagan	A Dog's Day - Rebecca Rissen How to Dress up as a Book Character (World Book Day)	The Disgusting Sandwich - Gareth Edwards	Outdoor Wonderland - Josie Jeffrey, Alice Lickens	The Boy who Cried Ninja - Alex Latimer

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

					Look Inside Space - Rob Lloyd Jones	
	<p>Spelling rules taught weekly and reinforced in daily spelling practice session                  Spellings sent home and tested weekly                  Daily English lessons include grammar, punctuation, vocabulary and writing - both supported and independent. Taught using Babcock teaching sequences.                  All children use continuous cursive handwriting style in all writing. Taught 20 minutes daily using Letter-join programme.</p>					
Year 3	Dinosaurs	Comparing localities and continents	Our Coastline	History of Plymouth	Italy	The Romans
English Writing	Re-telling a story Non-chronological report	Narrative	Narrative Non-fiction	Narrative Non-chronological report	Narrative Recipes and instructions	Recount Poetry
Grammar and punctuation	<p>description tools (adjectives, noun phrases), sentence/clause/phrase, adverbials including prepositional phrases; direct speech</p> <p>organisation tools, connecting adverbials</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, if, because and although)</p> <p>Use fronted adverbials as an expression of time, place or cause and to enhance cohesion using adverbs and prepositions including prepositional phrases. (Y3)</p> <p>Expand noun phrases by pre-modification with adjectives and nouns.</p> <p>Adjectival phrases, noun phrases, powerful verb choice.</p>	<p>Start to use inverted commas to punctuate direct speech (Y3).</p> <p>Use the perfect form of verbs (past perfect in this text) (Y3).</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3).</p> <p>Use fronted adverbials as an expression of time, place or cause and to enhance cohesion using adverbs and prepositions including prepositional phrases. (Y3)</p> <p>using inverted commas to punctuate direct speech (Y3).</p>	<p>Imperative verbs.</p> <p>Writing for purpose and audience using the main features of the text</p> <p>Bullet points, numbering, headings, chronological order.</p> <p>Use adverbs</p> <p>Use and punctuate direct speech.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, if, because, although) (Y3).</p> <p>Use fronted adverbials as an expression of time, place or cause and to enhance cohesion using adverbs and prepositions including prepositional phrases. (Y3)</p> <p>Using inverted</p>

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

		Using conjunctions, adverbs and prepositions to express time, place and cause. Introducing paragraphs as a way to group related material.		Express time, place and cause using conjunctions, adverbs and prepositions		commas to punctuate direct speech (Y3).
Spelling	Words with the long /eI / sound Prefix of un- to show a negative meaning Words with /er / sound spelt with ear Homophones & near homophones	Creating adverbs using the suffix -ly Using the suffix -sion	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable Creating negative meanings using prefix mis-/ dis- Words with a /k/ sound spelt with 'ch'	Words ending -ous Adding the prefix bi- and adding the prefix re- Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' and /sh/ sound spelt with 'ch'	Words ending in -ary. Words with a short /u/ sound spelt with 'o' and with 'ou' Words with the s sound spelt with sc Word families based on common words	Words ending in the suffix -que Words ending with an /zher/ sound spelt with 'sure' Words ending with a /cher/ sound spelt as 'ture' Silent letters revision
Reading	5 x weekly Guided Reading session (Re-Think Reading) 5 x weekly phonics RWI intervention groups for targeted children (depending on sounds needed) I:I reading weekly Class reader Star Reader Assessment and independent reading of library books using the Accelerated Reader programme. Independent reading daily					
High Quality Texts	Tell me a Dragon - Jackie Morris T-Rex - Vivian French	The Beasties - Jenny Nimmo Mog's Christmas Calamity (Visual Text)	King of the Birds - Michael Scott Book of Bones - IO Record Breaking	A Walk in London - Salvatore Rubbino Penguins - Penelope Arlon	Paddington Goes to Town - Michael Bond	Beatrice's Dream: Life in an African Slum - Karen Lyme-Williams



Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

			Animals - Gabriella Balkan			A River - Marc Martin
	<p>5 x weekly 20 minutes handwriting using Letter-join programme</p> <p>5 x weekly English lesson which includes grammar, punctuation and vocabulary teaching using Babcock teaching sequences</p> <p>Opportunity for independent writing weekly</p> <p>Spellings taught weekly and reinforced in daily practice session Sent home for weekly spelling test.</p>					
Year 4	Camp and Cook Greek Myths and Legends	Stone Age to Iron Age	North America		The Tudors	
English Writing	Diary/ recount Letter Fact File Greek Myth based on a character from the book	Narrative about arriving in a new land Explanation text about an imaginary object	Write the story of the film from a character's point of view	News report Write a chapter based on a series of events	Write a story in traditional style Write a poem about a chosen animal	Chronological reports based on the Tudors Biography
Grammar and Punctuation	Clauses, complex sentences. Demarcation of sentences and capital letters. Using fronted adverbials. Subordination Extending the range of sentences using more than one clause. Choosing nouns or pronouns for clarity and cohesion and to avoid repetition.	Add detail and precision through expanding noun phrases. Using Standard English forms for verb inflections instead of local spoken forms. Using pronouns or nouns within and across sentences to aid cohesion and avoid repetition. Using paragraphs to organise ideas around a theme	Use and punctuate direct speech. Extending the range of sentences using more than one clause. Noun phrases expanded by modifying adjectives, nouns and preposition phrases.	Fronted adverbials with correctly placed commas. Demarcate sentences accurately. Verb forms and verb phrases. Complex sentences with a wider range of subordinate conjunctions. Inverted commas and other punctuation to indicate direct speech. Adverbial phrases including prepositional phrases.	Paragraphs to organise ideas around a theme Extending the range of sentences with more than one clause using a wider range of conjunctions. Use inverted commas and other punctuation to indicate direct speech	Extending the range of sentences with more than one clause using a wider range of conjunctions. Adverbial phrases and clauses. Fronted adverbials with commas after. Noun phrases expanded by modifying adjectives, nouns and preposition. Use and punctuate direct speech.

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

					Noun phrases expanded by modifying adjectives, nouns and preposition phrases.	Paragraphs to organise ideas around a theme. Fronted adverbials
Spelling	Words ending with sure Homophones Possessive apostrophes with plural words Words beginning with in and il	Prefixes auto and super Words with the prefix sub and tele Words beginning im and in Words ending in -ous Homophones	Words ending in -tion Words beginning with prefixes in, inter, anti Words ending with cian and sion	Double Consonant/Single Consonants Words with sc in them Our to or	Words ending with geous and eous Words ending with ous Words ending with ious Words ending with ly	Words ending in ly Words ending with sion Recap all spellings learnt this year
Common exception words for Year 4 are taught throughout every term.						
Reading	4 x weekly Guided Reading session (Re-Think Reading) - Including RWI phonics I:I intervention if needed I:I reading weekly Star Reader Assessment and independent reading of library books using the Accelerated Reader programme. Independent reading daily					
High Quality Texts	Rainforest Rough Guide - Paul Mason Myth Atlas - Thiago de Moraes	Stone Age Boy - Satoshi Kitamura How Santa Really Works - Alan Snow	Gregory Cool - Caroline Binch	World Book Day Writing I Don't Believe it Archie - Andrew Norriss	The Most Wonderful thing in the World - Vivian French and Angela Barrett Carry me Away - Poems by Matt Goodfellow	The Great Fire of London: Anniversary Edition of the Great Fire of 1666 - Emma Adams Fantastically Great Women - Kate Pankhurst
	Spelling - 2 x weekly; spelling focus within English lesson Spellings sent home and tested weekly Handwriting - 20 minutes 4 x week using Letter-join programme. All children writing in pen. I:I support as required.					

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

	Writing - 4 x weekly using the No-nonsense Literacy writing sequences. 20 minutes grammar and punctuation teaching included within the lesson.					
Year 5	The Vikings	Space	South America	Scandinavia	The Victorians	
English Writing	Mythology - A story about overcoming a monster  Non-chronological report	Exploration Story about significant life events  Newspaper Report  Diary / Letter Writing	Narrative  Non-chronological report for a Big Book	Poetry  Just-so story  Argument/ Debate	Narrative  Non-fiction	Recount Letters Diary Play Script
Grammar and Punctuation	Simple/ Compound Sentences Expanded noun phrases Fronted Adverbials  Range of sentence constructions	Subordinating Conjunctions Modal verbs for degrees of possibility Relative Clauses Use of brackets	Non-Finite Verbs Similes/metaphors	Personification Brackets Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Use devices to build cohesion within a paragraph  Use brackets, dashes or commas to indicate parenthesis  Use commas to clarify meaning or avoid ambiguity Introduce Semi-colons/ Colons (Y6)	Consolidating all grammar and punctuation. In different terms more grammar will be covered depending on the children's understanding
Spelling	Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/	Common exception words Words ending in -able and -ible Words containing the letter string -ough	Words ending in -able and -ible Words ending in -ant, -ance/-ancy,	Words with the /i/ sound spelt ei after c Words with 'silent' letters	Endings which sound like /ʃəs/ spelt -cious or -tious or -xious	Common exception words Revisit previous patterns

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		-ent, -ence/-ency Words with the /eɪ/ sound spelt ei, eigh, or ey	Homophones and other words that are often confused Homophones and other words that are often confused Endings which sound like /ʃəʌ/	Adding suffixes beginning with vowel letters to words ending in - fer Words containing the letter string - ough	
Reading	5 x weekly guided reading/ comprehension session. Star Reader Assessment and independent reading of library books using the Accelerated Reader programme. Independent reading - 20 minutes daily. 1:1 reading for targeted children 2 - 3 times a week.					
High Quality Texts	Odin's Eye Beowulf - Kevin Crossley Holland	Shackleton's Journey - William Grill	The Zoo - Anthony Brown	How the Whale Became and other stories - Ted Hughes	Street Child Charles Dickens: Scenes from an Extraordinary Life by Mick Manning and Brita Granström	Oliver Twist - Charles Dickens
	Spelling - Daily practise and 1 x weekly test - spelling rules taught at start of English lesson Writing - 4 x week using No-nonsense Literacy teaching sequences. Grammar and punctuation taught throughout the unit Grammar - discreet lesson - 1 hour weekly Handwriting - 5 x weekly for 20 minutes using the Letter-join programme plus 1:1 intervention as required. All children use pen. English focus homework - 30 minutes weekly					

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

Year 6	Rainforests	Titanic	World War II		Ancient Egypt Transition	Production Transition
English Writing LR KI	Narrative - develop character, setting, plot Own version of 'I Am Cat'. Poetic Form Persuasive Leaflet	Additional pages to show correct comma use A story about something you really want A story linking animals/ humans/ earth	Prediction Letters - informal and formal Diary Write the story of Flood Description of a scene in different seasons	Explanation text A sequence of diary entries related to a time in history	Story based on a picture which includes a character  Diary	Oracy - Production
Grammar and Punctuation	I or Me Apostrophes Adverbs and adverbials for cohesion Direct speech Verb choices Prepositional phrases. Linking of ideas and cohesion across paragraphs Adverbials Noun phrases with pre and post modification Simile Metaphor personification Identifying clauses Relative clauses Verb forms Expanded noun phrases to convey complicated	Synonyms Commas for clarity and to avoid ambiguity Using semi colons between related main clauses Direct speech Shifts in formality Expanded noun phrases to convey complicated information concisely	Subject and object Active and passive voice Verb forms. Tenses. Using expanded noun phrases to convey complicated information concisely Using relative clauses with or without the relative pronoun Semi colons in a list Modal verbs Perfect and progressive verb forms Colons between main clauses	Commas for clarity and emphasis. Extend range of sentences with more than one clause. Subjunctive form Hyphens to avoid ambiguity Layout devices to structure text. Parenthesis Passive verbs Expanded noun phrases for concise information. Relative clauses with and without the relative pronoun. Semi-colons, colons or dashes between independent clauses	Semi-colons, colons or dashes between independent clauses Perfect form of verbs for relationship of time and cause. Modal verbs. Understand the difference between structures typical of informal speech and structures appropriate for formal writing. Use apostrophes for contraction and possession.	Revision

## Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

	information concisely			Perfect form of verbs for relationship of time and cause		
Spelling	Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	Words with the /s/ sound spelt sc (Latin in origin) Words with the /ɛɪ/ sound spelt ei, eigh, or ey Homophones and near-homophones Common exception words Words ending in -able and -ible Adding suffixes beginning with vowel letters to words ending in -fer	Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Use of the hyphen	Words with the /i/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters Homophones and other words that are often confused	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /ɛɪ/ sound spelt ei, eigh, or ey Homophones and near-homophones	Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/
Reading	<p>5 x weekly guided reading/ comprehension session</p> <p>Up to 2 x weekly comprehension skills for targeted children - small group</p> <p>Weekly 45 minute reading comprehension lesson</p> <p>Star Reader Assessment and independent reading of library books using the Accelerated Reader programme.</p> <p>Independent reading - 20 minutes daily.</p> <p>1:1 reading for targeted children 2 - 3 times a week.</p>					
High Quality Text LR KI	The Book of Hopes Katherine Rundell I am Cat - Jackie Morris The Great Kapok Tree	Eats, Shoots and Leaves Lyn Truss There's a Thief in The Village James Berry Ice Bear Jackie Morris	Rose Blanche - Vincent Innocenti  Flood Alvaro F Villa Carrie's War (Visual Text)	Dragonology My Secret war diary - Flossie Albright	The Chronicles of Harris Burdick Chris Van Allsburg There's a Boy in the Girl's Bathroom Louis Sachar	Production - reading playscripts
	<p>Spelling - 1 x 20 minute discrete teach of a rule, 1 x weekly test. Spelling practise through handwriting.</p> <p>Grammar - grammar focus at the start of each lesson 4 x weekly</p>					

Bickleigh Down Church of England Primary School - English Curriculum Overview 2020 - 2021

	<p>Vocabulary and grammar taught 4 x weekly as part of writing teaching using No-Nonsense Literacy teaching sequences. 3 x weekly - 20 minute vocabulary lesson Handwriting - 15 minutes 3 x weekly and 1:1 for targeted children</p>
--	---