



EASTFIELD ENGLISH OVERVIEW

Year Group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Grammar & Composition	See grid below	<ul style="list-style-type: none"> - Use spacing between words - Join nouns or clauses with and (some use of other conjunctions) - Write short sentences that convey meaning - Begin to start sentences in different ways 	<p>- The pupil can write for a range of purposes and audiences</p> <ul style="list-style-type: none"> - Write simple coherent narratives about personal experiences and those of others (fiction or real) - Use coordination (and, but, or, so) - Use some subordination (when, if, that, because) - Use present and past tense mostly correctly and consistently - Use some expanded noun phrases to describe and specify 	<p>The pupil can write for a range of purposes and audiences</p> <ul style="list-style-type: none"> • Create setting, character and plot in narratives. • Describe settings and characters; • In non-narrative use simple organisational devices - Begin to use paragraphs and other devices to organise ideas around a theme (headings and subheadings) - Use some cohesive devices: conjunctions, adverbs, nouns and pronouns - Use a range of verb forms mostly correctly: past, present, present perfect - Use coordinating conjunctions (and, or, but, so) and subordinating conjunctions (when, if, because, although) - Use fronted adverbials (confidently using adverbs and 	<p>The pupil can write for a range of purposes and audiences</p> <p>Create setting, character (using dialogue) and plot in narratives and in non-narrative use organisational devices</p> <ul style="list-style-type: none"> - Use paragraphs and other devices to organise ideas around a theme (headings, subheadings) - Use some cohesive devices within and across sentences and paragraphs: nouns, pronouns, adverbials. - Use a variety of verb forms mostly correctly (including the present perfect form of verbs in contrast to the past tense) - Use a range of sentence types: statement, command, question, coordinating, subordinating - Use coordinating (and, or, but, so) and subordinating conjunctions (when, if, that, because, although) 	<p>The pupil can write for a range of purposes and audiences</p> <p>Describe settings and characters and create atmosphere; use dialogue</p> <ul style="list-style-type: none"> - Use paragraphs and other devices to organise ideas (headings, subheadings and bullet points) - Begin to use organisational and presentational devices to structure a text e.g headings, subheadings - Use some cohesive devices within and across sentences and paragraphs: nouns, pronouns, adverbials, tense. - Indicate degrees of possibility with adverbs or modal verbs - Use a range of clause structures including relative clauses - Use a variety of verb forms mostly correctly (including subject verb agreement) - Use coordinating (and, or, but, so) and a wider range 	<p>The pupil can write for a range of purposes and audiences</p> <ul style="list-style-type: none"> - In narratives, describe settings, characters and atmosphere - Integrate dialogue to convey character and advance - Select vocabulary and grammatical structure that reflect what the writing requires - Use a range of cohesive devices within and across sentences and paragraphs: conjunctions, adverbials of time and place, pronouns, synonyms - Use passive and modal verbs to suggest degrees of possibility mostly appropriately verbs forms mostly accurately - Use verb tenses consistently and correctly throughout their writing - Use a wide range of clause structures, sometimes varying their position within the sentence - Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision

				<p>beginning to use adverbial phrases)</p> <ul style="list-style-type: none"> - Use expanded noun phrases to describe; using adverbials to express time and prepositional phrases - Use a or an correctly 	<ul style="list-style-type: none"> - Use adverbials (including fronted adverbials), prepositional phrases and expanded noun phrases 	<p>of subordinating conjunctions</p>	
<p>Punctuation</p>		<p>Begin to use some punctuation</p> <ul style="list-style-type: none"> - Full stops - Capital letters start of sentences <p>Make some correct use of</p> <ul style="list-style-type: none"> - Exclamation marks - Question marks - Capital letters for proper nouns 	<p>Demarcate most sentences with</p> <ul style="list-style-type: none"> - Capital letters and full stops <p>Make some correct use of</p> <ul style="list-style-type: none"> - Question marks - Exclamation marks 	<p>Demarcate all sentences with</p> <ul style="list-style-type: none"> • Capital letters and full stops <p>Make correct use of</p> <ul style="list-style-type: none"> • Question marks • Commas to separate items in a list • Exclamation marks • Inverted commas and all other speech punctuation • Apostrophes after singular nouns • Inverted commas for direct speech 	<p>Use the full range of punctuation at KS1 (capital letters, ? ! . commas for lists) and using mostly correctly</p> <ul style="list-style-type: none"> • Possessive apostrophes (singular and plural nouns) • Commas after fronted adverbials • Inverted commas for speech <p>Make some correct use of</p> <ul style="list-style-type: none"> • Inverted commas for direct speech with all other speech punctuation 	<p>Use the full range of punctuation at KS1 and lower KS2 (capital letters, ? ! . commas for lists) and using mostly correctly</p> <ul style="list-style-type: none"> • Apostrophes for possession • Apostrophes for contraction • Make some correct use of • Inverted commas and all other speech punctuation • Commas: for lists and for clarity (after fronted adverbials, to mark clauses) • Punctuation for parenthesis (brackets, dashes or commas) 	<p>Use mostly correctly</p> <ul style="list-style-type: none"> • Inverted commas and all other speech punctuation • Commas for clarity (after fronted adverbials, to mark clauses) • Punctuation for parenthesis (brackets, dashes or commas) <p>Make some correct use of</p> <ul style="list-style-type: none"> • semi-colons • Dashes • Colons • Hyphens



Spelling		<ul style="list-style-type: none"> - Words containing each of the 40+ phonemes already taught - Spell plurals using s/es and s for 3rd person singular verbs (it runs) - Prefix un for nouns and verbs - Use -ed, -ing, -er, -est where spelling of the root word does not change - Most of spelling patterns for year 1 (secure in RWI to set 3) 	<ul style="list-style-type: none"> - Segment spoken words into phonemes and representing these by graphemes, spelling many correctly - Spell many common exception words* - Spell some words with contracted forms* - Begin to use the possessive apostrophe (e.g. the girl's book) 	<ul style="list-style-type: none"> - Spell some words correctly (year 3 and 4) - Spell most common exception words* - Spell most words with contracted forms* - Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly * 	<ul style="list-style-type: none"> - Spell most words correctly (years 3 and 4) - Use suffixes and further prefixes * 	<ul style="list-style-type: none"> - Spell most words correctly (year 3 and 4) - Spell some words correctly (year 5 and 6) - Spell some silent words correctly - Convert nouns and adjectives into verbs using suffixes e.g. -ate, -ise, -ify 	Spell most words correctly (year 5 and 6)
Handwriting			<ul style="list-style-type: none"> - Writing capital letters 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 - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when next to each other, are best left unjoined - Form lower- case letters of the correct size relative to one another 	<ul style="list-style-type: none"> - Use diagonal and horizontal strokes to join letters (begin to explore which letters are best left un-joined) 	<ul style="list-style-type: none"> - Use diagonal and horizontal strokes to join letters (understand which letters are best left un-joined) - Downstrokes of letters are parallel and equidistant; ascenders and descenders do not touch 	<ul style="list-style-type: none"> - Produce legible joined handwriting 	Maintain legibility in joined handwriting when writing at speed



By the end of Reception children should be taught and expected to do the following in writing as published in the Development Matters document

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.