

Brookside English coverage year-by-year for writing, reading and phonics/spelling

English	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing	<p>Name letters of the alphabet.</p> <p>Use phonics knowledge to help with spelling.</p> <p>Use Year 1 spelling rules in writing and spell very common 'exception' words.</p> <p>Form lower-case letters, capital letters and 0-9 digits correctly and know their use.</p> <p>Compose a sentence orally before writing it.</p> <p>Compose simple sentences accurately with all words included and in the right order.</p> <p>Use capital letters, finger spaces and full stops correctly.</p> <p>Sequence sentences in chronological order to form a narrative, recount and event or experience.</p> <p>Use capital letters for proper nouns and I.</p> <p>Join sentences using "and".</p> <p>Use other conjunctions: but, because, then, so.</p> <p>Begin to use question marks and exclamation marks.</p> <p>Use very common prefixes & suffixes.</p> <p>Read back over writing to check it makes sense (self, peers, teachers).</p>	<p>Learn alternative spellings for sounds and spell some common exception words.</p> <p>Write correctly formed, relative sized letters, using appropriate spaces between words, beginning to use joined handwriting.</p> <p>Use capital letters and full stops accurately and consistently, including for names.</p> <p>Use present/past tense consistently.</p> <p>Write for a range of purposes: fiction (narratives), non-fiction (information texts), poetry, about real events.</p> <p>Make writing lively and interesting (use humour, vary sentence length, use punctuation for effect).</p> <p>Write grammatically correct, well-structured sentences.</p> <p>Vary sentence structure to interest the reader.</p> <p>Write a sequence of sentences which are cohesive, have flow and link ideas, providing enough information to interest the reader.</p> <p>Use progressive tense correctly.</p> <p>Use a wider range of punctuation: question marks, exclamation marks, commas in a list.</p> <p>Use apostrophes to show where letters are missing (contractions) and use the possessive apostrophe (single).</p> <p>Use inverted commas for direct speech.</p>	<p>Use and spell words with prefixes and suffixes by adding them to root words.</p> <p>Recognise and spell y3 homophones.</p> <p>Spell accurately, including words from the Y3 word list.</p> <p>Join most letters in my handwriting.</p> <p>Handwriting is legible and consistent; ascenders and descenders are clear.</p> <p>Use capital letters, full stops, question and exclamation marks and commas for lists with increasing accuracy.</p> <p>Use past and present tense accurately, including progressive forms.</p> <p>Produce work which is organised, imaginative and clear.</p> <p>Compose sentences using a wider range of grammatically correct structures.</p> <p>Engage the reader through detail and ambitious word choice.</p> <p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write non-narratives using simple organisational devices such as headings and sub-headings.</p> <p>Starting to use paragraphs, organising paragraphs around a theme.</p> <p>Use fronted adverbials.</p> <p>Accurately use pronoun to avoid</p>	<p>Use and spell words with prefixes and suffixes by adding them to root words.</p> <p>Recognise and spell y4 homophones.</p> <p>Spell accurately, including words from the Y4 word list.</p> <p>Legibility and consistency of letters is apparent in joined handwriting; ascenders and descenders are clear.</p> <p>Use capital letters, full stops, question and exclamation marks and commas for lists with increasing accuracy.</p> <p>Use past and present tense accurately, including progressive forms.</p> <p>Write in a lively and coherent style.</p> <p>Organise ideas appropriately for purpose and reader.</p> <p>Compose grammatically accurate sentences, using a range of sentence structures.</p> <p>Create sequences of flowing sentences.</p> <p>Write a narrative with a clear structure, setting and plot.</p> <p>In non-fiction, use simple organisational (layout) devices (headings & subheadings)</p> <p>Write in paragraphs organised around themes.</p> <p>Accurately use pronouns in sentences.</p> <p>Use nouns/pronouns with verb tenses accurately and consistently throughout writing.</p>	<p>Recap and revisit y3-4 concepts (including speech punctuation and apostrophes)</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Use a range of spelling strategies to spell accurately.</p> <p>Write in a joined and legible style.</p> <p>Present work neatly with consistent handwriting.</p> <p>Use capital letter, full stops, question and exclamation marks, commas for lists and apostrophes mostly accurately.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Write for audience and purpose in a well-structured, organised way.</p> <p>Start sentences in different ways, remembering the comma where necessary.</p> <p>Use the correct features and sentence structure matched to the text type worked on (formal and informal).</p> <p>Develop characters through action and dialogue.</p> <p>Establish a viewpoint as the writer through commenting on characters and events.</p> <p>Use grammar and vocabulary to create an impact on the reader.</p> <p>Use complex sentence structures appropriately</p>	<p>Use a range of spelling strategies to spell most words correctly.</p> <p>Maintain legibility, fluency and speed in joining handwriting.</p> <p>Use capital letter, full stops, question and exclamation marks, commas for lists and apostrophes mostly accurately.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Choose the appropriate form and register for the audience and purpose of the writing.</p> <p>Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.</p> <p>Use a range of sentence starters to create specific effects.</p> <p>Use expanded noun phrases, prepositional phrases and adverbs to add detail to sentences.</p> <p>Sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>Use character, setting, dialogue, atmosphere and action to advance events in narrative writing.</p> <p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p> <p>Use stylistic devices/literary features to create effects in writing</p> <p>Use commas to mark phrases and clauses</p>

		<p>Write different types of sentences knowledgeably: statements, questions, exclamations and command sentences.</p> <p>Use expanded noun phrases to describe nouns.</p> <p>Add sentence openers to indicate time and position.</p> <p>Use co-ordination via conjunctions (and, but, or).</p> <p>Use subordination via conjunctions (when, if, because).</p> <p>Use prepositions and adverbs to extend sentence information.</p> <p>Use suffixes (ment, ful, ness, ly, less).</p> <p>Read back over writing to check it makes sense (self, peers, teachers).</p>	<p>repetition of nouns.</p> <p>Choose nouns or pronouns for clarity and to avoid repetition.</p> <p>Use a wider range of conjunctions (e.g. when, if, because, although) to write sentences with more than one clause.</p> <p>Use the present perfect form of verbs to mark the relationship of time and cause.</p> <p>Use adjectives to expand noun phrases.</p> <p>Express time, place and cause by using conjunctions, adverbs and prepositions.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use apostrophes of omission and possession and know when the word is a plural.</p> <p>Use commas in writing.</p> <p>Proofread independently for spelling and grammar.</p>	<p>Build in rich and varied vocabulary.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p>Accurately use standard English (I did vs. I done)</p> <p>Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>Use fronted adverbials with commas after.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause to write sentences with two or more clauses.</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p> <p>Use apostrophes for omission and possession accurately and know when a word is plural.</p> <p>Proofread independently for spelling and grammar.</p>	<p>Use different sentence structures to create effect in writing.</p> <p>Create expanded noun and prepositional phrases to add well-chosen detail to interest the reader.</p> <p>Use stylistic devices/literary features to create effects in writing.</p> <p>Use ambitious and imaginative vocabulary.</p> <p>Organise my writing into paragraphs to show different information or events.</p> <p>Build cohesion between paragraphs.</p> <p>Use (fronted) adverbials to link paragraphs.</p> <p>Use punctuation to create effect.</p> <p>Use relative clauses.</p> <p>Use adverbs or modal verbs to indicate a degree of possibility.</p> <p>Use a wide range of conjunctions to vary sentence length</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Proof read writing, checking for spelling, punctuation and grammar errors.</p>	<p>Use co-ordinating and subordinating conjunctions.</p> <p>Use the passive voice and modal verbs appropriately.</p> <p>Use relative clauses beginning with who, that, which, whose, where, when or with an implied (i.e. omitted) relative pronoun.</p> <p>Vary sentence structure appropriately to create effect: simple, compound, complex and minor.</p> <p>Use the perfect and progressive verb forms to mark relationships of time and cause.</p> <p>Recognise the difference of formal and informal writing and use appropriately.</p> <p>Recognise vocabulary and structures appropriate to formal writing, including the subjunctive mood.</p> <p>Use a variety of organisational and presentational devices correct to the text type.</p> <p>Write in paragraphs which can clearly signal a change in subject, time, place or event.</p> <p>Use commas to clarify meaning and avoid ambiguity.</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use the semi-colon, colon and dash to mark boundaries between independent clauses.</p> <p>Use colons to introduce a list and semi-colons within lists.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Proof read writing, checking for spelling, punctuation and grammar errors.</p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

English	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	<p>**Read all 40+ letters/groups.</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales, talking about the main characters.</p> <p>Read accurately by blending and re-reading to increase fluency and confidence.</p> <p>Learn to appreciate rhymes and poems, and to recite some.</p> <p>Discuss the title and text, expressing an opinion.</p> <p>Draw inferences from the text and/or the illustrations.</p> <p>Explain clearly their understanding of what the text is about.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discuss word meaning from evidence in the text.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Listen to and discuss fiction, poetry and non-fiction that is above personal reading levels.</p> <p>Say what I like and do not like about a text and link what I have heard or read to my own experiences.</p>	<p>Secure phonic decoding until automatic and fluent.</p> <p>Read accurately by blending sounds in words that contain the graphemes we have learnt.</p> <p>Read multi-syllabic words, common exception words, common suffixes.</p> <p>Read most words quickly and accurately when I have read them before without sounding out and blending.</p> <p>Read for meaning and check that the text makes sense, going back and re-reading when it does not make sense and self-correcting.</p> <p>Read with appropriate expression.</p> <p>Listen to and discuss poetry, stories and non-fiction.</p> <p>Recognise simple recurring language.</p> <p>Learn and recite poems by heart, with appropriate intonation.</p> <p>Talk about and give an opinion on a range of texts.</p> <p>Re-tell stories, including fairy stories and traditional tales.</p> <p>Use prior knowledge, including context and vocabulary, to understand texts.</p> <p>Discuss and clarify meanings of words from evidence in the text.</p> <p>Talk about my favourite words and phrases in stories and poems.</p> <p>Retrieve information to answer questions in reading.</p> <p>Draw (simple) inferences from illustrations, events, characters' actions and speech.</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Read a range of fiction, poetry, plays, and non-fiction texts.</p> <p>Select books for a specific purpose especially in relation to science and topic.</p> <p>Re-tell stories orally remembering key points and discuss texts read.</p> <p>Read aloud and independently, taking turns and listening to others.</p> <p>Explain how non-fiction books are structured in different ways and can use them effectively.</p> <p>Explain some of the different types of fiction books.</p> <p>Prepare poems to read aloud and perform, showing understanding through intonation/tone/volume/action.</p> <p>Ask relevant questions to get a better understanding of a text.</p> <p>Explain the meaning of words using context.</p> <p>Predict what might happen in a story based on what the writer says.</p> <p>Draw inferences (e.g. inferring a character's feelings, thoughts and motives from their actions).</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Know which books to select for specific purposes, especially in relation to science, geography and history learning.</p> <p>Use a dictionary to check the meaning of unfamiliar words.</p> <p>Discuss and record words and phrases that writers use to engage and impact on the reader.</p> <p>Identify some of the literary conventions in different texts.</p> <p>Identify the main themes in texts and describe all key features.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry.</p> <p>Explain about the different types of fiction books.</p> <p>Re-tell stories orally by summarising key points.</p> <p>Explain the meaning of words in context.</p> <p>Ask relevant questions to improve my understanding of a text.</p> <p>Infer meanings and begin to justify them with evidence from the text.</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud, attempt pronunciation and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Re-read and read ahead to check for meaning.</p> <p>Be familiar with and talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.</p> <p>Discuss the features of each of these texts.</p> <p>Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</p> <p>Identify significant ideas, events and characters; and discuss their significance.</p> <p>Recite poems by heart, e.g. narrative verse, haiku.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text.</p> <p>Retrieve detailed information from texts to answer questions.</p> <p>Predict what might happen from</p>	<p>Read age-appropriate books with confidence and fluency and intonation that show understanding when reading aloud.</p> <p>Read and discuss a range of books: fiction, poetry, plays, non-fiction and reference books, making comparisons within and across books and discussing the features of each.</p> <p>Read books with different structures and books written for a range of purpose, evaluating how effectively they are structured and presented.</p> <p>Read modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes, conventions and key points in and across a wide range of writing.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding.</p> <p>Compare a book with another book and make comparisons within a book.</p> <p>Work out the meaning of words from the context.</p> <p>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.</p> <p>Interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details and points to support main ideas, using quotations for illustration.</p>

		<p>Discuss sequence of events in books and how they relate to each other.</p> <p>Make predictions based on what I have read.</p> <p>Make links between books they have read and ask questions about them.</p>	<p>Use a dictionary to check the meaning of unfamiliar words read.</p> <p>Identify the main point of a text and describe key features.</p> <p>Explain how structure and presentation contribute to the meaning of texts.</p> <p>Retrieve and record information from non-fiction texts.</p>	<p>Predict what might happen from details stated and from the information deduced.</p> <p>Identify where a writer has used precise word choices for effect to impact on the reader.</p> <p>Identify some text type organisational features, for example, narrative, explanation and persuasion.</p> <p>Retrieve information from fiction and non-fiction texts.</p> <p>Build on others' ideas and opinions about a text in discussion.</p>	<p>details stated and implied based on evidence in text.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Pick out, write down and present information from non-fiction texts.</p> <p>Draw detailed inferences from texts and infer meaning of words and phrases in texts by reading around the word.</p> <p>Summarise key events in precis form of a piece of text.</p>	<p>Predict what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning.</p> <p>Pick out, retrieve, write down and present information from texts.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain, discuss and present their understanding of what they have read, using notes as necessary, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their view from evidence.</p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

English	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and spelling	<p>Phase 4 and 5 phonics (review phase 3).</p> <p>Match all 40+ graphemes to their phonemes.</p> <p>Blend sounds in unfamiliar words.</p> <p>Divide words into syllables.</p> <p>Read compound words.</p> <p>Read words with contractions and understand that the apostrophe represents the missing letters.</p> <p>Read phonetically decodable words.</p> <p>Read words that end with 's, -ing, -ed, -est.</p> <p>Read words which start with un-.</p> <p>Add -ing, -ed and -er to verbs. (Where no change is needed to the root word).</p> <p>Read words of more than one syllable that contain taught.</p> <p>Read multi-syllable words, common exception words and common suffixes.</p>	<p>Phase 5 and 6 phonics (review phase 4).</p> <p>Spell words with alternatives spellings, including a few common homophones.</p> <p>Spell age-related words accurately, including words from the KS1 word lists and rules.</p> <p>Blend sounds in words that contain the graphemes we have learnt.</p> <p>Recognise and read alternative sounds for graphemes.</p> <p>Read and comment on unusual correspondence between grapheme and phoneme.</p> <p>Read accurately words of two or more syllables that contain the same GPCs.</p> <p>Read words with common suffixes.</p>	<p>Review phase 6 phonics</p> <p>Spelling rules to cover:</p> <ol style="list-style-type: none"> y as i (gym) ou as u (young) prefixes (un/ dis/ mis/ re/sub) suffixes (ly) ure sion ch (chef) gue/que ei/eigh/ey apostrophe of possession homophones 50 words 	<p>Review y3 rules</p> <p>Spelling rules to cover:</p> <ol style="list-style-type: none"> adding suffixes (double letters) prefixes (in/il/im/ir) prefixes (inter/ super/ anti/auto) suffix (ation) ous tion/sion/ssion/cian ch (scheme) sc as s (science) homophones 100 words 	<p>Review y3 and y4 rules</p> <p>Spelling rules to cover:</p> <ol style="list-style-type: none"> cious/tious ant/ance/ancy ent/ence/ency suffixes with fer i before e (ei/ie) silent letters homophones 1 homophones 2 50 words 	<p>Review y3, 4 and 5 rules</p> <p>Spelling rules to cover:</p> <ol style="list-style-type: none"> cial/tial (sial) able/ably ible/ibly hyphenated words ough homophones homophones 2 homophones 3 100 words
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Brookside English coverage year-by-year for writing genre and stimuli

English	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genre	<ol style="list-style-type: none"> 1. Stories 2. Description 3. Poetry 4. Instructions 5. Letters 6. Recount - retell stories/personal experiences 	<ol style="list-style-type: none"> 1. Stories 2. Description 3. Poetry 4. Instructions 5. Letters 6. Recount - retell stories/personal experiences 	<ol style="list-style-type: none"> 1. Narrative 2. Description 3. Poetry 4. Explanation 5. Recount 6. Biography 7. Newspaper 8. Advert 9. Letter 10. Poster 	<ol style="list-style-type: none"> 1. Narrative 2. Description 3. Poetry 4. Explanation 5. Recount 6. Biography 7. Newspaper 8. Advert 9. Letter 10. Poster 	<ol style="list-style-type: none"> 1. Narrative 2. Description 3. Poetry 4. Report 5. Biography 6. Newspaper 7. Essay 8. Advertising 9. Persuasion - argument 10. Speech 	<ol style="list-style-type: none"> 1. Description 2. Narratives 3. Newspapers, diaries and letters 4. Biography writing 5. Persuasive writing 6. Arguments and discussions 7. Explanation texts 8. Speech 9. Campaign 10. Reports 11. Essays
Books covered	<ol style="list-style-type: none"> 1. The Enormous Crocodile 2. Harriet Tubman story 3. Christmas story tbc 4. Mr Men books 5. Julia Donaldson books 6. Ready Steady Mo 7. How to Hide a Lion 8. The Owl Who Was Afraid... 	<ol style="list-style-type: none"> 1. The Way Back Home 2. Lost and Found 3. Paddington Stories 4. Katie Morag stories 5. The Water Princess 6. Elmer 7. The Elephant & the Mouse 8. Diary of a Killer Cat 	<ol style="list-style-type: none"> 1. War Horse 2. The Angel of Nitshill Road 3. There's a Boy in the Girls' Bathroom 4. The Fib and Other Stories 5. Bill's New Frock 6. Varjak Paw 7. Leon and the Place Between 	<ol style="list-style-type: none"> 1. The Twits 2. How to train your Dragon 3. Hansel and Gretel 4. Charlie and the Chocolate Factory 5. Billionaire boy 6. George's Marvellous Medicine 7. Mr Poppers Penguins 8. Matilda 	<ol style="list-style-type: none"> 1. Street Child 2. The True Story of the Three Little Pigs 3. The Lion, the Witch and the Wardrobe 4. There's a boy in the girls' Bathroom 5. Iron Man 	<ol style="list-style-type: none"> 1. Journey of the River Sea 2. Wild Boy 3. Boy in the Striped Pyjamas 4. Friend of Foe 5. The Refugee 6. Wolf Brother 7. Kensuke's Kingdom 8. Flanimals 9. Private Peaceful 10. Skellig
Films used (e.g. Literacy Shed)			<ol style="list-style-type: none"> 1. One Man Band 2. Tuesday 3. Literacy Shed pictures 4. War Horse trailer 5. 'This is me' music clip 6. Braveheart Freedom speech 7. Moon landing video 	<ol style="list-style-type: none"> 1. The Shirt Machine- Literacy Shed 2. Moz the Monster- Literacy Shed 3. Evol- Literacy Shed 4. The Greatest Showman 5. Vlogs/YouTube tutorials. 	<ol style="list-style-type: none"> 1. The Windmill Farmer (Literacy shed) 2. Francis (Literacy Shed) 3. The Christmas Truce (1914) – Sainsbury's advert 4. Aviatrice (Literacy Shed) 	<ol style="list-style-type: none"> 1. Ruin - Literacy Shed 2. Apocalypto film 3. Dream Giver - Literacy Shed 4. Road's End – Literacy Shed 5. Titanium – Literacy Shed 6. Little Freak – Literacy Shed 7. Black Hole – Literacy Shed 8. The Chocolate Theft (own film) 9. Apprentice clips 10. Room 101 clips 11. Food adverts
Other stimuli			<ol style="list-style-type: none"> 1. Newspapers 2. TV News 3. Music 	<ol style="list-style-type: none"> 1. Newspapers/articles. 2. Forest school. 3. Events within school e.g. The Big Sleep Out. 	<ol style="list-style-type: none"> 1. Candlelight (Pie Corbett) 2. High diving giraffes (Lit Shed) 3. Pobble365 4. Once Upon a Picture 	<ol style="list-style-type: none"> 1. Harry Potter extracts 2. Pobble365 3. Once Upon A Picture 4. First News Stories