



Berwick Hills Primary School

English Recovery Plan

2020-21 Autumn Term/Spring 1

Blue – Completely untaught

Yellow – Taught but not embedded

Reception Phonics Objectives Year 1

Reception Phonics Objectives	Graphemes	Common Exception Words??
Phase 2	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, l, f, ff, ll, ss	l, no, go, to, the, into
Phase 3	j, v, w, x, y, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er (During this phase, children will also learn the letter names using an alphabet song)	He, she, we, me, be, was, you, they, all, are, my, her
Phase 4	Consonant clusters? New policy??	Said, have, like, so, do, some, come, were, there, little, one, when, out, what

Reception English Objectives

Reads and understands simple sentences using phonic knowledge to decode regular words and reading them aloud accurately
 Describes in their own words what they have read in a non-fiction or fiction text
 Can read some common irregular words Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable as well as many irregular, but high frequency words, to understand unfamiliar vocabulary
 Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words.
 Spells phonetically regular words of more than one syllable as well as many irregular but high frequency words.
 Writes simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible
 Uses key features of narrative in their own writing

<u>Year 1</u>	<u>Spelling</u>	<u>Word level</u>	<u>Sentence structures</u>	<u>Punctuation</u>	<u>Terminology (including word types)</u>
	<ul style="list-style-type: none"> • K as ck • Double letters • Unstressed vowels • Tch • Ve • Adding s/es • Suffixes • Compound words • Prefix- un • K instead of c • Wh and ph • Ends in y • Oi and oy/ai and ay • Split diagraphs • Ar/ er • Ee and ea • Ir and ur • Sounds like or • le and igh • Sounds like air • Oo/Sounds like o • Ow and ou/Ew and ue 	<p>Making nouns plural</p> <p>Adding suffixes to verbs</p> <p>Prefix: un</p>	<p>Joining words to make sentences (main clauses) -sentences contain a person and a verb.</p> <p>Joining clauses using and</p>	<p>Spaces to separate words</p> <p>Capital letters: start of sentences, names, I</p> <p>Full stops</p> <p>Exclamations: exclamation marks</p> <p>Questions: question marks</p>	<ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural sentence • Punctuation • Full stop • Question mark • Exclamation mark

<u>Year 2</u>	<u>Spelling</u>	<u>Word level</u>	<u>Sentence structures</u>	<u>Punctuation</u>	<u>Terminology (including word types)</u>
	<ul style="list-style-type: none"> Homophones Suffixes Apostrophes for possession Tion J as g S as c N as kn G as gn R as wr Le Ey Y Or as all L as il/ al/ le J before u, o, a S as c 	<p>Forming nouns using suffixes (ness, er)</p> <p>Forming adjectives using suffixes (ful, less)</p> <p>Forming adjectives using suffixes (er, est)</p> <p>From adverbs using suffix (ly)</p>	<p>Coordinating conjunctions to join two sentences (main clauses) <i>or, and, but</i></p> <p>Subordinating conjunctions to join a sentence (main clause) to a sub. clause: <i>when, if, that, because</i></p> <p>Past tense Present tense Progressive present and past tense <i>She is swimming, she was swimming</i></p> <p>Expanded noun phrase – adjectives to describe a noun, adjectives in a list</p>	<p>Capital letters</p> <p>Full stops</p> <p>Exclamations: exclamation marks</p> <p>Questions; question marks</p> <p>Apostrophes for contraction/ omission</p>	<ul style="list-style-type: none"> Noun Noun phrase Statement Question Exclamation Command Compound Adjective Verb Suffix Adverb Past tense Present tense Apostrophe Comma

<u>Year 3</u>	<u>Spelling</u>	<u>Word level</u>	<u>Text structure</u>	<u>Sentence structures</u>	<u>Punctuation</u>	<u>Terminology (including word types)</u>
	<ul style="list-style-type: none"> Ing Ed/er/en Homophones Ly Prefixes Ous I as y U as ou K as ch S as ch Ei as eigh or ey 	<p>Difference between plural words and possessive words</p> <p>Local verb inflections: <i>we done instead of we did</i></p>	<p>Paragraphs to group related information</p> <p>Heading and subheadings to present information</p>	<p>Coordinating conjunctions to join two sentences (main clauses) But Or Yet So</p> <p>Subordinating conjunctions for time to join a sentence (main clause) to a sub. clause: <i>when, before, after, while, as</i></p> <p>Fronted adverbials for time: Next, soon, then,</p> <p>Fronted adverbial to</p>	<p>Inverted commas</p> <p>Commas after fronted adverbial and subordinate clauses</p> <p>Commas before coordinating conjunctions</p>	<ul style="list-style-type: none"> Adverb Preposition Conjunction Word family Prefix Subordinate clause Direct speech Consonant Consonant letter Inverted commas

<ul style="list-style-type: none"> • Ation • Sounds like shun 	<i>we was instead of we were</i>	explain: Therefore, Because of	Previous Year 1/2 sentence structures: Exclamations, questions, expanded noun phrases, adjectives in a list.		
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<u>Year 4</u>					
<u>Spelling</u>	<u>Word level</u>	<u>Text structure</u>	<u>Sentence structures</u>	<u>Punctuation</u>	<u>Terminology (including word types)</u>
<ul style="list-style-type: none"> • Ing • Ed/er/en • Homophones • Ly • Prefixes • Ous • I as y • U as ou • K as ch • S as ch • Ei as eigh or ey • Ation • Sounds like shun 	Difference between plural words and possessive words Local verb inflections: <i>we done instead of we did</i> <i>we was instead of we were</i>	Paragraphs to organise ideas around a theme Use of pronouns to avoid repeating nouns e.g. he instead of Adam.	Expanded noun phrases (including commas in a list) Fronted adverbials: -verb (Shaking,) -adverb (Slowly,) -adjective (Anxious, Exhausted and terrified, Cold, hungry and alone,) -place (In New York,) -time (At midnight,)	Inverted commas Apostrophe to mark singular and plural possession Commas after fronted adverbials Commas in a list	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial
			Previous Year 1/2/3 sentence structures: Exclamations, questions, adjectives in a list, coordinating conjunctions, subordinating conjunctions, fronted adverbials for time and to explain		

<u>Year 5</u> <u>Spelling</u>	<u>Word level</u>	<u>Text structure</u>	<u>Sentence structures</u>	<u>Punctuation</u>	<u>Terminology (including word types)</u>
<ul style="list-style-type: none"> • Suffixes • Homophones • Hyphens • Ant/ ance/ ation • Ent/ence/ency • I before e except after c • Ough • Silent letters • Tial • Cial • Able/ ible • lous 	<p>Converting nouns to adjectives using suffixes (ate, ise, ify)</p> <p>Using verb prefixes (dis, de, mi, over, re)</p>	<p>Build links between and within paragraphs with</p> <p>time adverbials (then, after that, this morning, firstly)</p>	<p>Relative clauses</p> <p>Modal verbs (might, must, will, should)</p> <p>Fronted adverbials for possibility (perhaps, surely, maybe)</p> <p>Previous Year 1/2/3/4 sentence structures:</p> <ul style="list-style-type: none"> -Exclamations -Questions -Adjectives in a list -Coordinating conjunctions, -Subordinating conjunctions, -Fronted adverbials- for emotions: verbs, adverbs, adjectives, for time, for place, to explain 	<p>Parenthesis: brackets, dashes, commas</p> <p>Commas to clarify meaning, avoid ambiguity</p>	<ul style="list-style-type: none"> • Modal verb • Relative clause • Relative pronoun • Parenthesis • Bracket • Dash • Cohesion • Ambiguity