



The London Acorn School.

Subject overviews

Literacy

Term	Class/Year group	Subject area
Autumn	Class 1 Year 2	<p>Grammar To add question marks to questions.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p> <p><u>Second Half Term</u> Grammar To understand other common uses of capitalisation e.g., for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>
Spring	Class 1 Year 2	<p>Grammar To use capital letters for the personal pronoun “I”, for names and for the first word in a sentence. To end a sentence with a full stop.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p> <p><u>Second Half Term</u> Grammar</p>

		<p>To add question marks to questions.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>
Summer	Class 1 Year 2	<p>Grammar To reread own writing and check whether it makes sense.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p> <p><u>Second Half Term</u> Grammar To read aloud with pace and expression appropriate to the grammar, e.g., pausing at full stops, raising voice for question.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>
Autumn	Class 2 Year 3	<p>Grammar To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.</p> <p>Writing to entertain: Stories (Including re-telling, personal experiences real & fictional) Descriptions Poetry In character role (letter to recount / dairy entry)</p> <p>Writing to inform: Recount – First-hand experience</p>

		<p>Instructions – First-hand experience NCR – Information booklet Explanation – Observed process Letter</p> <p>Second Half Term Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p>Grammar To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are; To use simple gender forms, e.g. his/her correctly; To use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration</p> <p>Writing to entertain: Stories (Including re-telling, personal experiences real & fictional) Descriptions Poetry In character role (letter to recount / dairy entry)</p> <p>Writing to inform: Recount – First-hand experience Instructions – First-hand experience NCR – Information booklet Explanation – Observed process Letter</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>
Spring	Class 2 Year 3	<p>Grammar To use capitalisation for other purposes e.g., for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis.</p> <p>Writing to entertain: Stories (Including re-telling, personal experiences real & fictional) Descriptions Poetry In character role (letter to recount / dairy entry)</p> <p>Writing to inform: Recount – First-hand experience Instructions – First-hand experience NCR – Information booklet Explanation – Observed process Letter</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p>Second Half Term Grammar To use capitalisation for other purposes e.g., for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis.</p> <p>Writing to entertain: Stories (Including re-telling, personal experiences real & fictional) Descriptions Poetry</p>

		<p>In character role (letter to recount / dairy entry)</p> <p>Writing to inform: Recount – First-hand experience Instructions – First-hand experience NCR – Information booklet Explanation – Observed process Letter</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise Spelling</p>
Summer	Class 2 Year 3	<p>Grammar To write in clear sentences using capital letters and full stops accurately.</p> <p>Writing to entertain: Stories (Including re-telling, personal experiences real & fictional) Descriptions Poetry In character role (letter to recount / dairy entry)</p> <p>Writing to inform: Recount – First-hand experience Instructions – First-hand experience NCR – Information booklet Explanation – Observed process Letter</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p><u>Second Half Term</u> Grammar To use a variety of simple organisational devices e.g., arrows, lines, boxes, keys, to indicate sequences and relationships.</p> <p>Writing to entertain: Stories (Including re-telling, personal experiences real & fictional) Descriptions Poetry In character role (letter to recount / dairy entry)</p> <p>Writing to inform: Recount – First-hand experience Instructions – First-hand experience NCR – Information booklet Explanation – Observed process Letter</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>
Autumn	Class 3 Year 4	<p>Writing to entertain: Stories – Myths & legends; Descriptive Poetry; Narrative Poetry and Characters/Settings</p> <p>Writing to inform: Recount, Letters, Biography, Newspaper articles and explanations</p> <p>Writing to persuade:</p>

		<p>Advertising – leaflets & brochures Letters and posters</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p>Grammar To extend knowledge and understanding of adverbs through: -Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences -Noticing where they occur in sentences and how they are used to qualify the meaning of verbs -Collecting and classifying examples of adverbs, e.g., for speed: <i>swiftly, rapidly, sluggishly; light: brilliantly, dimly</i> -Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the housely</i> Using adverbs with greater discrimination in own writing.</p> <p>Second Half Term</p> <p>Grammar To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through: -Constructing adjectival phrases -Examining comparative and superlative adjectives -Comparing adjectives on a scale of intensity (e.g., <i>hot, warm, tepid, lukewarm, chilly, cold</i>) -Relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>) Relating them to adverbs which indicate degrees of intensity (e.g., <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot.</p> <p>Writing to entertain: Stories – Myths & legends Descriptive Poetry Narrative Poetry Characters/Settings</p> <p>Writing to inform: Recounts; letters; biographies and Newspaper article Explanation</p> <p>Writing to persuade: Advertising – leaflets & brochures Letters and posters</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>
Spring	Class 3 Year 4	<p>Grammar To use the term “verb” appropriately and to understand the function of verbs in sentences through:</p> <ul style="list-style-type: none"> • Noticing that sentences cannot make sense without them • Collecting and classifying examples of verbs from own reading and own knowledge e.g., <i>run, chase, sprint; eat, consume, gobble</i> <p>Writing to entertain: Stories – Fables Descriptions Poetry Characters/Settings</p> <p>Writing to inform: Recount – Dairy Instructions NCR – Brochure Explanation – Observed Process</p> <p>Writing to persuade: Advertising Letter</p>

		<p>Poster</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p><u>Second Half Term</u></p> <p>Grammar To use the term “adjective” appropriately and to understand the function of adjectives in sentences through:</p> <ul style="list-style-type: none"> • Identifying adjectives in shared reading • Discussing and defining what they have in common i.e., words which qualify nouns • Experimenting with deleting and substituting adjectives and noting the effects on meaning • Collecting and classifying adjectives, e.g., for colours, sizes, moods • Experimenting with the impact of different adjectives through shared writing <p>Writing to entertain: Stories – Fables Descriptions Poetry Characters/Settings</p> <p>Writing to inform: Recount – Dairy Instructions NCR – Brochure Explanation – Observed Process</p> <p>Writing to persuade: Advertising Letter Poster</p> <p>Writing to discuss: N/A</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>
Summer	Class 3 Year 4	<p>Grammar To extend knowledge and understanding of pluralisation through</p> <ul style="list-style-type: none"> • recognising the use of singular and plural forms in speech and through shared writing • transforming sentences from singular to plural and vice versa, noting which words have to change and which do not • understanding the term “collective noun” and collecting examples – experimenting with inventing other collective nouns • noticing which nouns can be pluralized and which cannot, e.g., trousers, rain <p>Writing to entertain: Stories – Fables Descriptions Poetry Characters/Settings</p> <p>Writing to inform: Recount – Dairy Instructions NCR – Brochure Explanation – Observed Process</p> <p>Writing to persuade:</p>

		<p>Advertising Letter Poster</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p>Second Half Term</p> <p>Grammar To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing.</p> <p>Writing to entertain: Stories – Fables Descriptions Poetry Characters/Settings</p> <p>Writing to inform: Recount – Dairy Instructions NCR – Brochure Explanation – Observed Process</p> <p>Writing to persuade: Advertising Letter Poster</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>
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Autumn	Class 4 Year 5	<p>Grammar To extend knowledge and understanding of adverbs through:</p> <ul style="list-style-type: none"> • Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences • Noticing where they occur in sentences and how they are used to qualify the meaning of verbs • Collecting and classifying examples of adverbs, e.g., for speed: <i>swiftly, rapidly, sluggishly; light: brilliantly, dimly</i> • Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the housely</i> <p>Using adverbs with greater discrimination in own writing.</p> <p>Writing to entertain: Stories – Myths & legends Descriptions Poetry Narrative Poetry Characters/Settings</p> <p>Writing to inform: Recount Letter Biography Newspaper article Explanation</p> <p>Writing to persuade: Advertising – leaflets & brochures Letter Poster</p>
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Spring	Class 4 Year 5	<p>Grammar To use commas to mark grammatical boundaries within sentences. Link this to work on editing and revising own writing.</p> <p>Writing to entertain: Stories – Myths & legends Descriptions Poetry Narrative Poetry Characters/Settings</p> <p>Writing to inform: Recount Letter Biography Newspaper article Explanation</p> <p>Writing to persuade: Advertising – leaflets & brochures Letter Poster</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p><u>Second Half Term</u> Grammar To use apostrophes to mark possession through:</p> <ul style="list-style-type: none"> • Identifying possessive apostrophes in reading and to whom or what they refer

		<ul style="list-style-type: none"> • Understanding the basic rules for apostrophising singular nouns, e.g., the man’s hat; for plural nouns ending in “s”, e.g., The doctors’ surgery and for irregular plural nouns e.g., children’s playground • Distinguishing between uses of the apostrophe for contraction and possession <p>To begin to use the apostrophe appropriately in their own writing.</p> <p>Writing to entertain: Stories – Myths & legends Descriptions Poetry Narrative Poetry Characters/Settings</p> <p>Writing to inform: Recount Letter Biography Newspaper article Explanation</p> <p>Writing to persuade: Advertising – leaflets & brochures Letter Poster</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>
Summer	Class 4 Year 5	<p>Grammar To recognise how commas, connectives and full stops are used to join and separate clauses. To identify in their writing where each is more effective.</p> <p>Writing to entertain: Stories – Myths & legends Descriptions Poetry Narrative Poetry Characters/Settings</p> <p>Writing to inform: Recount Letter Biography Newspaper article Explanation</p> <p>Writing to persuade: Advertising – leaflets & brochures Letter Poster</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p><u>Second Half Term</u> Grammar To be aware of the use of connectives, e.g., Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. <i>“If ..., then”, “on the other hand...”, “finally”, “so”.</i></p> <p>Writing to entertain: Stories – Myths & legends Descriptions Poetry Narrative Poetry Characters/Settings</p> <p>Writing to inform:</p>

		<p>Recount Letter Biography Newspaper article Explanation</p> <p>Writing to persuade: Advertising – leaflets & brochures Letter Poster</p> <p>Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>
Autumn	Class 5 Yrs 6	<p>Writing for Purpose Note Taking for Information Pieces Information Pieces – Mountains Around the World Descriptive – Preparing to Reach the Summit</p> <p>Grammar To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines To investigate connecting words and phrases: Collect examples from reading and thesauruses Study how points are typically connected in different kinds of text Classify useful examples for different kinds of text – for example, by position (besides, nearby, by); sequence (firstly, secondly); logic (therefore, so, consequently) Identify connectives which have multiple purposes (e.g. on, under, besides)</p> <p>Comprehension (extend vocabulary; inference; predict; explain; retrieve; summarise) Strange But True: Animals British Doorstep Wildlife Nocturnal Animals</p> <p>Writing for Purpose Note Taking for Information Pieces Information Pieces – Mountains Around the World Descriptive – Preparing to Reach the Summit</p> <p>Grammar To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines To investigate connecting words and phrases: Collect examples from reading and thesauruses Study how points are typically connected in different kinds of text Classify useful examples for different kinds of text – for example, by position (besides, nearby, by); sequence (firstly, secondly); logic (therefore, so, consequently) Identify connectives which have multiple purposes (e.g. on, under, besides)</p> <p>Comprehension (extend vocabulary; inference; predict; explain; retrieve; summarise) Strange But True: Animals British Doorstep Wildlife Nocturnal Animals</p>
Spring	Class 5 Yrs 6	<p>Writing for Purpose Narratives (Greek Mythology) Characters/Settings Newspaper Article</p> <p>Grammar To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects To become aware of conditionals through: - Using reading to investigate conditionals, e.g. using if...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition</p>

		<p>- Using these forms to construct sentences which express, e.g. possibilities, hypotheses Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)</p> <p>Spelling trans- aqua- bi- aero- oct-</p> <p>Comprehension (extend vocabulary; inference; predict; explain; retrieve; summarise) Ancient Greek Mythologies and Heroes: Theseus and the Minotaur How Zeus Became King of the Gods Odysseus and Cyclop</p> <p>Writing for Purpose Advertising (Persuasive Writing) – Outrageous Sports Gear Biography – recounting the life of any chosen Olympian or Paralympian from any country in the world Descriptive Piece – Running the Race</p> <p>Grammar Revise All Year Five and Six Work To revise formal styles of writing: The impersonal voice The use of passive Management of complex sentences</p> <p>Comprehension (extend vocabulary; inference; predict; explain; retrieve; summarise) The History of the Olympic Games Great British Olympians: Mo Farah Great British Olympians: Jessica Ennis-Hill Olympic and Paralympic Values</p>
Summer	Class 5 Yrs 6	<p>Writing for Purpose Diary Entry – WW1 A Loved One Returning Home Planning a Narrative Using a Story Mountain – A Spooky Halloween Story Writing a Letter – A Soldier’s letter home</p> <p>Grammar To understand and use the terms “active” and “passive” when referring to verbs, and to be able to apply their knowledge in their own writing Transforming a sentence from active to passive and vice-versa and to note and discuss how changes from active to passive affect the word order and sense of a sentence To know how sentences can be re-ordered by changing from one to the other To understand the term “impersonal voice” and to be able to write in this style Transforming a sentence from active to passive and vice-versa To note and discuss how changes from active to passive affect the word order and sense of a sentence To investigate further the use of active and passive verbs To know how sentences can be re-ordered by changing from one to the other To consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator To understand the term “impersonal voice” and to be able to write in this style To understand features of formal official language through, e.g. Collecting and analysing examples, discussing when and why they are used Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary Collecting typical words and expressions, e.g. “Those wishing to ...”, “hereby ...”, “forms may be obtained ...”</p> <p>Spelling ch (k)</p>

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Comprehension

(extend vocabulary; inference; predict; explain; retrieve; summarise)

The Birds of Flanders Fields

The Causes of WW1

The History Of Halloween

Writing for Purpose

Descriptive Piece – what it was like surviving a tornado

Book Review – Flood

Information Piece/ Instructional – What to do in the event of an earthquake

Grammar

To revise the language conventions and grammatical features of the different types of text such as:

Narrative (e.g. stories and novels)

Recounts (e.g. anecdotes, accounts of observations, experiences)

Instructional texts (e.g. instructions and directions)

Reports (e.g. factual writing, description)

Explanatory texts (how and why)

Persuasive texts (e.g. opinions and promotional literature)

Discursive texts (e.g. balanced arguments)

Comprehension

Tsunami

Earthquake

Flooding in the UK