

Subject Review

Which units were not covered due to closure/ delivered via remote provision?

What is the key knowledge that was missed and needs to be tackled or tagged on later?

Colour code the knowledge you have identified as needs to be tackled before the next unit/ can be incorporated into later units/ needs to be taught as a stand - alone summary

Literacy Y1 – Y6						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy	Animals Sea and Coast	Habitats Pirates	Chocolate Superheroes	Jacqueline Wilson Rainforests	Greek Myths The North Pole	Carrie's War Street Child
Specific knowledge missed	<p>. En R WR 1 Y1</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>En R WR 2 Y1</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>En R WR 3 Y1</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>En R C 1e Y2</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>En R WR 2 Y2</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>En R WR 3 Y2</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>En R WR 4 Y2</p> <p>Read words containing</p>	<p>En R WR 1 LKS2</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>En W Sp 1 LKS2</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>En W Sp 2 LKS2</p> <p>Spell further homophones.</p> <p>En W Sp 5 LKS2</p> <p>Use the first two or three letters of a word to check its</p>	<p>En R WR 2 LKS2</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>En W Sp 3 LKS2</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>En W Sp 4 LKS2</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p>	<p>En W Sp 1 UKS2</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>En W Sp 2 UKS2</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>En W Sp 6 UKS2</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>En W VGP 1b UKS2</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p>	<p>En W Sp 3 UKS2</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>En W Sp 4 UKS2</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>En W Sp 7 UKS2</p> <p>Use a thesaurus.</p> <p>En W VGP 1a UKS2</p> <p>Recognise vocabulary and structures that are appropriate for formal</p>

<p>En R WR 4 Y1</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>En R WR 5 Y1</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>En R WR 6 Y1</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>En R WR 7 Y1</p> <p>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</p> <p>En R WR 8 Y1</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>En R WR 9 Y1</p>	<p>En R WR 5 Y2</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>En R WR 6 Y2</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>En R WR 7 Y2</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>En R WR 8 Y2</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>En W H 3 Y2</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another</p>	<p>common suffixes.</p> <p>En W VGP 1d LKS2</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>En W VGP 1e LKS2</p> <p>Use fronted adverbials</p> <p>En W VGP 1f LKS2</p> <p>Learn the grammar for years 3 and 4 in English Appendix 2.</p> <p>En W VGP 2a LKS2</p> <p>Use commas after fronted adverbials.</p> <p>En W VGP 2b LKS2</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>En W VGP 2c LKS2</p> <p>Use and punctuate direct speech.</p> <p>En W VGP 3 LKS2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>spelling in a dictionary.</p> <p>En W Sp 6 LKS2</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>En W VGP 1f LKS2</p> <p>Learn the grammar for years 3 and 4 in English Appendix 2.</p> <p>En W VGP 3 LKS2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>En W VGP 1d UKS2</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>En W VGP 1e UKS2</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>En W VGP 1f UKS2</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>En W VGP 1g UKS2</p> <p>Learn the grammar for years 5 and 6 in English Appendix 2</p> <p>En W VGP 2a UKS2</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>En W VGP 2c UKS2</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>En W VGP 2e UKS2</p>	<p>speech and writing, including subjunctive forms.</p> <p>En W VGP 1c UKS2</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>En W VGP 1g UKS2</p> <p>Learn the grammar for years 5 and 6 in English Appendix 2</p> <p>En W VGP 2b UKS2</p> <p>Use hyphens to avoid ambiguity.</p> <p>En W VGP 2f UKS2</p> <p>Punctuate bullet points consistently</p> <p>En W VGP 3 UKS2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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	<p>Re-read these books to build up their fluency and confidence in word reading</p> <p>En W Sp 1a Y1</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>En W Sp 1c Y1</p> <p>Spell the days of the week.</p> <p>En W Sp 2a Y1</p> <p>Name the letters of the alphabet in order.</p> <p>En W Sp 2b Y1</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>En W Sp 3a Y1</p> <p>Add prefixes and suffixes using the spelling rule for adding Ds or Des as the plural marker for nouns and the third person singular marker for verbs.</p> <p>En W Sp 3b Y1</p> <p>Add prefixes and suffixes using the prefix un-.</p>	<p>and to lower case letters.</p> <p>En W Sp 1a Y2</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>En W Sp 1b Y2</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>En W Sp 1c Y2</p> <p>Learn to spell common exception words.</p> <p>En W Sp 1d Y2</p> <p>Learn to spell more words with contracted forms.</p> <p>En W Sp 1e Y2</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book].</p> <p>En W Sp 1f Y2</p> <p>Distinguish between homophones and near-homophones.</p>			<p>Use a colon to introduce a list.</p> <p>En W VGP 3 UKS2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	
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	<p>En W Sp 3c Y1</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>En W Sp 4 Y1</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>En W Sp 5 Y1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>En W VGP 1a Y1</p> <p>Leave spaces between words.</p> <p>En W VGP 1c Y1</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>En W VGP 1d Y1</p> <p>Use a capital letter for names of people, places, the days of the week, and</p>	<p>En W Sp 2 Y2</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>En W Sp 3 Y2</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>En W Sp 4 Y2</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>En W VGP 1a Y2</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>En W VGP 2b Y2</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>En W VGP 2c Y2</p>				
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	<p>the personal pronoun 'I'.</p> <p>En W VGP 1e Y1</p> <p>Learn the grammar for year 1 in English Appendix 2</p> <p>En W VGP 2 Y1</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p> <p>En W VGP 2d Y2</p> <p>Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>En W VGP 2e Y2</p> <p>Learn how to use the grammar for year 2 in English Appendix 2.</p> <p>En W VGP 2f Y2</p> <p>Learn how to use some features of written Standard English.</p> <p>En W VGP 3 Y2</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>				
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<p>Actions to be taken. By whom? When?</p>	<p>Pass on literacy stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Pass on literacy stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Pass on literacy stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Pass on literacy stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Pass on literacy stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Class 4 teacher to pass on information to secondary school. Head teacher to visit secondary schools to ensure that data is passed to relevant professionals to help children progress in year 7.</p>
<p>How will impact be measured?</p>	<p>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</p>	<p>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</p>	<p>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</p>	<p>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</p>	<p>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</p>	<p>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</p>