

Glasshouses School

English Recovery Plan

September 2020 (Autumn Term 1)

Blue - Completely untaught

Yellow - Taught but not embedded

Reception Phonics Objectives
Year 1 - September 2020

- Set 7: y, z, zz, qu
- ch, th, sh, ng
- One representation of the following phonemes
ear, air, ure, er,
ar, or, ur, ow, oi,
ai, ee, igh, oa, oo

Year 1 Spelling Objectives

Year 2 - September 2020

- -ie (field)
- -or (born), ore (more), -aw (saw), -au (author)
- -air (fair), ear (bear), are (dare)
- -ear (hear)
- -tch (catch, fetch, hutch)
- -er (unstressed schwa sound → better, summer, sister)
- -er (stressed sound → her, term) -ir (girl, bird, first), -ur (turn, church, hurt, Thursday)

- Adding -er and -est to adjectives where no change is needed to the root word.
- Adding the prefix -un
- Compound words
- Adding s and es to words (plural of nouns and the third person singular of verbs)

Year 1 - Grammar and Punctuation Objectives

For Y2 Sep 2020

<p>Sentence and Grammar Features</p>	<p>Joining words and clauses using and</p> <p>*Sequencing sentences to form short narratives.</p>
<p>Punctuation Features</p>	<p>*Introduction to question marks and exclamation marks to demarcate sentences.</p> <p>*Use a capital letter for names of people, places and days of the week</p> <p>*Consolidation of the correct use of capital letters.</p> <p>Consolidation of demarcating sentences correctly including ! and .</p>

Year 2 - Statutory Spelling Objectives Overview

For Y3 Sep 2020

Y2 Term 2

- The /s/ sound spelt c before e, i and y (**race, ice, cell, city, fancy**)
- The /n/ sound spelt kn and (less often) gn at the beginning of words (**knock, know, knee, gnat**)
- The /r/ sound spelt wr at the beginning of words (**write, written, wrote, wrong**)
- The /ɔ:/ sound spelt a before l and ll (**all, ball, call, walk, always**)
- The /ʌ/ sound spelt o (**other, mother, nothing, Monday**)
- The /i:/ sound spelt ey (**key, donkey, chimney**)
- The /z/ sound spelt s (**television, treasure, usual**)
- The /o/ sound spelt a after w and qu (**want, watch, quantity, squash**)

Y2 Term 3

Revision from previous terms

- The possessive apostrophe (singular nouns) (**Megan's, the girl's, the man's**)
- Words ending in tion (**station, fiction, motion**)
- The /l/ or /əl/ sound spelt le at the end of words (**bottle, apple, little**)
- The /l/ or /əl/ sound spelt el at the end of words (**camel, tunnel, squirrel, tinsel**)
- The /l/ or /əl/ sound spelt al at the end of words (**pedal, metal, hospital, animal**)
- Words ending in il (**pencil, fossil, nostril**)
- The /ɜ:/ sound spelt or after w (**word, worm, world, worth**)
- The /ɔ:/ sound spelt ar after w (**war, warm, toward**)

Year 2 - Grammar and Punctuation Objectives

For Y3 Sep 2020

<p>Sentence and Grammar Features</p>	<ul style="list-style-type: none">*Use co-ordinating conjunctions to link two main ideas*Punctuating different sentence types correctly*Use subordinating conjunctions in the middle of sentences*Noun phrases which add detail to description*Sentences with different forms: statement, question, exclamation, command
<p>Punctuation Features</p>	<ul style="list-style-type: none">*Correct punctuation of questions and exclamations.*Commas for lists*Apostrophes to mark contractions and show singular possession*Speech punctuation*Consolidation of use of correct punctuation for different sentence types

Year 3 - Spelling Objectives

For Y4 Sep 2020

*Compound Words (Y3 & 4)

*Prefix 'a', 'al', 'af' & 'ad' (Y4)

*'super', meaning above and 'auto', meaning self or own (Y3)

*Plurals - adding 's' to nouns (Y3)

*Plurals - changes to 'f' (Y4)

*Suffix 'ful', 'ly' & 'less' (Y3)

*Suffix 'ous', 'ious', 'tion' & 'ial' (Y4)

*Endings: 'tion' 'sion', 'ssion' 'cian'

*Contractions (Y3)

*Distinguish the forms its/it's (Y4)

*Common roots (Y4)

*Prefix 'mis', 'co', 'non', 'anti' & 'ex' (Y3)

* Suffix 'ible', 'able', 'ive', 'tion' & 'sion' (Y4)

*'ture' & 'sure' endings

*Revise plurals 'f', 'y' & 'irregular plurals' (Y3)

Year 3 - Grammar and Punctuation Objectives

For Y4 Sep 2020

Sentence and Grammar Features

- *Use fronted adverbials (e.g. Later that day, I heard the bad news.)
- *Use of the comma after fronted adverbials.
- *Extend sentences using more than one clause by using a wider range of conjunctions.
- *Use imperative verbs to convey urgency.
- *Use rhetorical questions to engage the reader.
- *Use noun phrases to add detail and description.
- *Use relative clauses to provide additional enticement.
- *Use present perfect tense to place events in time.
- *use fronted adverbials to show how/when an event occurs.
- *Use subordinate clauses to add detail or context

Punctuation Features

- *Use commas after subordinate clauses
- *Use full punctuation for direct speech, including punctuation within and before inverted commas.
- *Begin to use dashes for emphasis
- *Use ? and ! for rhetorical/exclamatory sentences.
- *Use commas to mark subordinate clauses.

Year 4 - Spelling Objectives

For Y5 Sep 2020

*Compound Words (Y3 & 4)

*Prefix 'a', 'al', 'af' & 'ad' (Y4)

*'super', meaning above and 'auto', meaning self or own (Y3)

*Plurals - adding 's' to nouns (Y3)

*Plurals - changes to 'f' (Y4)

*Suffix 'ful', 'ly' & 'less' (Y3)

*Suffix 'ous', 'ious', 'tion' & 'ial' (Y4)

*Endings: 'tion' 'sion', 'ssion' 'cian'

*Contractions (Y3)

*Distinguish the forms its/it's (Y4)

*Common roots (Y4)

*Prefix 'mis', 'co', 'non', 'anti' & 'ex' (Y3)

* Suffix 'ible', 'able', 'ive', 'tion' & 'sion' (Y4)

*'ture' & 'sure' endings

*Revise plurals 'f', 'y' & 'irregular plurals' (Y3)

Year 4 - Grammar and Punctuation Objectives

For Y5 Sep 2020

Sentence and Grammar Features

- *Use fronted adverbials (e.g. Later that day, I heard the bad news.)
- *Use of the comma after fronted adverbials.
- *Extend sentences using more than one clause by using a wider range of conjunctions.
- *Use imperative verbs to convey urgency.
- *Use rhetorical questions to engage the reader.
- *Use noun phrases to add detail and description.
- *Use relative clauses to provide additional enticement.
- *Use present perfect tense to place events in time.
- *use fronted adverbials to show how/when an event occurs.
- *Use subordinate clauses to add detail or context

Punctuation Features	<ul style="list-style-type: none">*Begin to use dashes for emphasis*Use ? and ! for rhetorical/exclamatory sentences.
	<ul style="list-style-type: none">*Use commas to mark subordinate clauses.*Use commas after subordinate clauses*Use full punctuation for direct speech, including punctuation within and before inverted commas.

Year 5 spelling For Y6

*Revision of spelling conventions soft c/g (Y6)

*Silent letter words: loch, knight

*Plurals - 'x', 's', 'ss', 'ch', 'tch' & 'sh' (Y5)

* Plurals - 'o', 'f', 'ff', & 'y' (Y5)

*Adding 'ing', 'er', 'ed' & 'est' (Y5)

*Suffix 'cian'

*Endings which sound like cious or tious

*Endings with cial & tial (Y5)

*Y endings

*I before e

*Adding suffixes beginning with vowel letters to words ending in 'fer'

*Prefix 'in', 'im' & 'il'

*Words spelt with ei after c

*Common letter strings

*Homophones

Year 5 - Grammar and Punctuation Objectives

For Y6 Sep 2020

Sentence and Grammar Features

- *Use ambitious conjunctions, adjectives and noun phrases securely to open sentences.
- *Use more than one subordinate clause within a sentence to convey information more economically
- *Use a range of range of sentence types e.g. simple, compound and complex to create and impact and effect
- *Secure consistent and judicious use of complex sentences.
- *Place the subordinate clause within a sentence to create effect And impact.
- *Use short sentences to create dramatic impact and suspense

Punctuation Features

- *Secure use of commas to separate phrases and clauses
- *Use a colon to introduce a list.
- *Use of commas to clarify meaning and avoid ambiguity.
- *Accurate use of a wide range of punctuation including . , ? ! ... ; : ' " . . ."
- *Use semi-colons or dashes to mark boundaries between independent clauses.
- *Use brackets, dashes or commas to provide parenthesis.