



# English Curriculum Overview

## EYFS English Overview.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We also do phonics, guided reading, and focus activities around reading & writing in the afternoons to assist learning. Children take a fully decodable and relevant assessed phased book home to read as well as a book of their choosing for pleasure.						
<b>Nursery</b>	<ul style="list-style-type: none"> <li>I Like Myself – Karen Beaumont</li> <li>We Are Family – Patricia Hegarty</li> <li>I’m starting Nursery – The Big Steps</li> <li>Brown Bear – Eric Carle</li> <li>Wow Said the Owl – Tim Hopgood</li> <li>All Kinds of People – Emma Damon</li> </ul>	<ul style="list-style-type: none"> <li>Happy Birthday Maisy – Lucy Cousins</li> <li>Diwali</li> <li>Where’s My Birthday – Julie Fogliano</li> <li>So Much – Trish Cooke</li> <li>Tiger Who Came to Tea – Judith Kerr</li> </ul>	<ul style="list-style-type: none"> <li>Little Red Riding Hood – Andrea Pertlik</li> <li>The Gingerbread Man – Catherine McCafferty</li> <li>Goldilocks and the Three Bears – Mara Alperin</li> <li>The Three Little Pigs – Mara Alperin</li> <li>The Three Billy Goats Gruff – Mara Alperin</li> <li>Jack and the Beanstalk – Mara Alperin</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaur Roar – Henrietta Stickland</li> <li>Handa’s Surprise – Eileen Browne</li> <li>What the Ladybird Heard – Julia Donaldson</li> <li>Rumble in the Jungle – Giles Andrea</li> <li>Lost and Found – Oliver Jefferson</li> <li>The Gruffalo – Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>The Tiny Seed – Eric Carle</li> <li>Jaspers Beanstalk – Nick Butterworth</li> <li>Non-Fiction Plant book</li> <li>Titch – Pat Hutchins</li> <li>When I grow up – Al Yankovic</li> <li>The Hungry Caterpillar – Eric Carle</li> </ul>	<ul style="list-style-type: none"> <li>Mr Grumpy’s Outing – John Burningham</li> <li>The Train Ride – June Crebbin</li> <li>Whatever Next – Jill Murphy</li> <li>Duck in the Truck – Jex Alborough</li> <li>Spot Goes on Holiday – Eric Hill</li> <li>Harry’s Bucket Full of Dinosaurs – Ian Whybrow</li> <li>Maisy Goes on Holiday – Lucy Cousins</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>Harry and the Dinosaur Goes to School – Ian Whybrow</li> <li>Kitchen Disco – Clare Foges</li> <li>Cat’s Colours – Airlie Anderson</li> <li>A Bit Lost – Chris Houghton</li> <li>Bumble Bear – Nadia Shireen</li> <li>The Lion Who Wanted to Love – Giles Andrea</li> </ul>	<ul style="list-style-type: none"> <li>The Birthday Invitation - Lucy Rowland</li> <li>Billy’s Bucket- Kes Gray</li> <li>Chapatti Moon –Pippa Goodhart</li> <li>Supermarket Zoo – Caryl Hart</li> <li>All Aboard the Bobo Road – Stephen Davies</li> <li>Mog’s Christmas – Judith Kerr</li> <li>Stickman – Judith Kerr</li> </ul>	<ul style="list-style-type: none"> <li>Supertato – Sue Hendra</li> <li>Superchimp – Giles Paley-Phillips</li> <li>Juniper Jupiter – Liz Stewart</li> <li>Elliot, Midnight Superhero – Ann Cottringer</li> <li>Naughty Bus – Jan Oke</li> <li>No-Bot-Paul Linnert</li> <li>Mr Gumpy’s Motorcar – John Burningham</li> <li>Aliens Love Underpants – Claire Freedman</li> </ul>	<ul style="list-style-type: none"> <li>Oliver’s Vegetables – Alison Bartlett</li> <li>Jim and the Beanstalk – Raymond Briggs</li> <li>The Teeny Weeny Tadpole – Sheridan Cain</li> <li>The Crunching Munching Caterpillar – Sheridan Cain</li> <li>The Very Greedy Bee – Steve Smallman</li> <li>The Enormous Turnip – Aleksy Tolstoy</li> <li>One Year with Kipper – Mick Inkpen</li> </ul>	<ul style="list-style-type: none"> <li>One Day on Our Blue Planet – Ella Bailey</li> <li>Rainbow Fish – Marcus Pfister</li> <li>Owl babies – Martin Waddell</li> <li>Yucky Worms – Vivian French</li> <li>We’re Going on a Bear Hunt – Michael Rosen</li> <li>What the Ladybird Heard Next – Julia Donaldson</li> <li>Oscar and the Moth – Geof Waring</li> <li>Orion and the Dark – Emma Yarlett</li> </ul>	<ul style="list-style-type: none"> <li>Harry and the Dinosaurs Go to Australia- Ian Whybrow</li> <li>Who Sank the Boat – Pamela Allen</li> <li>Pirate Love Underpants – Colin Freeman</li> <li>The Wonder – Faye Hanson</li> <li>Mixed Up Fairy Tales – Hilary Robinson</li> <li>Nimesh the Adventurer – Ranjit Singh</li> <li>Oh the Place You’ll go –Dr Seuss</li> </ul>
Children are encouraged to write using their own experiences and imagination. This may include imaginative writing, creating narratives, writing about their own experiences, writing about trips, their weekend, their week. They also start looking at retells of stories and describing their favourite characters.						



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Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Author Focus:</b>	<b>Jon Klassen</b>	<b>Eileen Browne</b>	<b>Anthony Browne</b>	<b>Tony Bradman</b>	<b>JK Rowling</b>	<b>Julia Golding</b>
<b>Genre Focus:</b>	Fiction: Storytelling, weekend news, character descriptions	Narrative, Instructions, Postcards and Letters, Significant Authors	Stories by the same author; Traditional tales; Newspaper report; Non-fiction	Narrative with historical setting; Instructional texts; Persuasive writing; significant author	Narrative classic text; Myths and Legends from the UK; Persuasive texts	Narrative – detective stories; Biography and autobiography; Non-fiction
<b>Reading</b>	<ul style="list-style-type: none"> <li>Link what they read or hear to their own experience.</li> <li>Use a range of strategies, including accurate decoding of text to read for meaning (phonics application)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events</li> <li>Identify patterns of language</li> <li>Compare features of text types</li> </ul>	<ul style="list-style-type: none"> <li>Discuss words and phrases that capture the reader's imagination</li> <li>Draw inferences and justify with evidence</li> <li>Retrieve and record information for non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge about the text.</li> <li>Discuss words that capture the reader's interest and imagination.</li> <li>Compare books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> <li>Explain and discuss their understanding of what they have read.</li> <li>Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the meaning of words in context.</li> <li>Provide reasoned justifications for their views.</li> <li>Discuss and evaluate how the author's use of language, including figurative language, considering the impact on the reader.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>To construct sentences using capital letters and full stops.</li> <li>Choosing the correct adjectives when describing.</li> </ul>	<ul style="list-style-type: none"> <li>Writing a narrative about personal experiences</li> <li>Include key vocabulary</li> <li>Plan and present written work to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Suggest changes to grammar and vocabulary to improve their work</li> <li>Use organisational devices</li> <li>Make links between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Develop settings and characterisation</li> <li>Develop settings and characterisation</li> <li>Plan and write an opening paragraph which combines the setting and character introduction.</li> </ul>	<ul style="list-style-type: none"> <li>Action, dialogue and description merged within and across paragraphs for effect.</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Consistent and correct use of tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of the writing.</li> <li>Write in the style of the author.</li> <li>Analyse the structure an author uses to organize a text.</li> </ul>
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Capital letters and Full stops</li> <li>Finger spaces</li> <li>Refer to high frequency word list</li> <li>Apply phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Different sentence types</li> <li>Expanded noun phrases</li> <li>Imperative verbs</li> <li>High frequency words</li> <li>Phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use perfect form of sentences</li> <li>Identify main and subordinate clauses</li> <li>Choose pronouns to avoid repetition</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Revisit punctuation: capital letters, full stops, commas, exclamation marks, colons, dashes.</li> <li>Pronouns and noun phrases used to add clarity and cohesion in writing.</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the full range of punctuation.</li> <li>Create complex sentences by using relative clauses with pronouns and commas.</li> <li>Connectives to build cohesions.</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Direct speech</li> <li>Nouns, phrases, noun phrases</li> <li>Apostrophes</li> <li>Conjunctions</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>
Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Author Focus:</b>	<b>Frann Preston-Gannon</b>	<b>Julia Donaldson</b>	<b>Dick King-Smith</b>	<b>Jeff Kinney</b>	<b>Terry Deary</b>	<b>Michael Morpurgo</b>
<b>Genre Focus:</b>	Fiction; Story telling, retelling the story, describe characters, weekend news, structured rhyming, creating poetry	Traditional tales; Folktales; Non-chronological reports; Poetry	Recount; familiar settings; Persuasive writing; shape poetry	Fantasy stories; Fairy tales	Recounts; stories with a moral; fairy tales; poetry	Significant author; Persuasion; Arguments
<b>Reading</b>	<ul style="list-style-type: none"> <li>Read for meaning and discuss</li> <li>Articulate and justify responses</li> <li>Comments on events, characters and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Recognise literary devices by the same author</li> <li>Explain organisational features of texts</li> <li>Recall and recite poems</li> </ul>	<ul style="list-style-type: none"> <li>Compare the features of recounts and narrative</li> <li>Use a thesaurus to acquire new meanings</li> <li>Improve their understanding by asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge about the text.</li> <li>Ask relevant questions to extend their understanding and knowledge about the text</li> <li>Compare books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Identify and discuss themes and conventions within the text.</li> <li>Make comparisons within and across books.</li> </ul>	<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Provide an objective summary of the chapter.</li> <li>Identify and discuss the conventions used when presenting arguments.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives.</li> <li>Embellish sentences with prepositions and adjectives</li> <li>Discuss work with teachers and peers</li> </ul>	<ul style="list-style-type: none"> <li>Use adventurous vocabulary</li> <li>Create link between ideas</li> <li>Link clauses with conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Make improvements to punctuation</li> <li>Write a narrative with clear structure, setting, characters and plot</li> <li>Summarise the key events of a chapter</li> </ul>	<ul style="list-style-type: none"> <li>Create settings, characters and plot</li> <li>Extending a range of sentences using connectives</li> <li>Using fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Propose changes to vocabulary to enhance writing.</li> <li>Propose changes to vocabulary to enhance writing.</li> <li>Begin by noting down initial ideas and then develop these into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Write an imaginary account from another character's point of view.</li> <li>Assess the effectiveness of Morpurgo's writing style.</li> <li>Précis a longer passage</li> </ul>
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Punctuate sentences with full stops, capital letters and question marks.</li> <li>Select and include ambitious adjectives in writing.</li> <li>Refer to high frequency word list</li> <li>Apply phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs for effect</li> <li>Apply singular and plural verbs</li> <li>Use commas in a list</li> <li>High frequency words</li> <li>Phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Punctuate direct dialogue</li> <li>Identify root words</li> <li>Use prepositions for detail</li> <li>Choose pronouns to avoid repetition</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using more ambitious conjunctions.</li> <li>Apply the present perfect form of verbs in contrast to the past tense.</li> <li>Use of appropriate pronoun or noun across sentences.</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Apply the correct use of modal verbs to indicate degrees of possibility.</li> <li>Use brackets to indicate parenthesis.</li> <li>Use relative clauses beginning with who, which, where, when, whose.</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Write complex sentences in the passive voice.</li> <li>Brackets, dashes or commas to indicate parenthesis.</li> <li>Conditional Clauses</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>



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Spring 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Author Focus:</b>	Judith Kerr	David Litchfield	Classical authors - Aesop	Famous poet study	Homer	RJ Palacio
<b>Genre Focus:</b>	Fiction; traditional tales; weekend news; retelling story; character description.	Significant author; Information texts; Poetry	Folk tales; Non-fiction; Myths and fables; Poetry	Stories from other cultures; Poetry - Creating images; Explanation text	Classic literature; Documentary; Non-fiction	Revision cycle: Non chronological reports, Audience & Purpose; Letters and diaries; Narrative
<b>Reading</b>	<ul style="list-style-type: none"> <li>Predict what will happen in the story</li> <li>Discuss the meaning of words and illustrations</li> <li>Make inferences about the front cover</li> </ul>	<ul style="list-style-type: none"> <li>Ask and record questions about a text</li> <li>Make inferences about actions and dialogue</li> <li>Discuss favourite poem and justify their choice</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the effect of specific language on the reader</li> <li>Retrieve and record key information</li> <li>Provide an explanation of the poem to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language and structure contributes to meaning.</li> <li>Identify how language and structure contributes to meaning.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text.</li> <li>Determine an author's point of view or purpose in a text.</li> <li>Use dictionaries to check the spelling and meaning of words associated with the documentary.</li> </ul>	<ul style="list-style-type: none"> <li>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</li> <li>Deduce, infer or interpret information, events or ideas from texts.</li> <li>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Retell and describe own pirate story</li> <li>Compare characters</li> <li>Discuss writing with peer and suggest ways to edit and improve</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop a viewpoint</li> <li>Use the appropriate features</li> <li>Write for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Include a range of sentences with more than one clause</li> <li>Create a report</li> <li>Discuss and record ideas for their poem</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of others' writing.</li> <li>Show evidence of editing writing to improve the outcome.</li> <li>Proof-read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Identify the intended audience and purpose for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write for a wide range of purposes</li> <li>Audience and purpose</li> <li>Amend grammar and structure of writing.</li> <li>Encapsulating what they want to say sentence by sentence.</li> </ul>
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Link sentences with and, but, or</li> <li>Select and include ambitious adjectives in writing.</li> <li>Refer to high frequency word list</li> <li>Apply phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use compound sentences with simple conjunctions</li> <li>Use apostrophe for possession</li> <li>Use subordinating conjunctions</li> <li>Refer to high frequency word list</li> <li>Apply phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Organise ideas in at least 3 paragraphs</li> <li>Include subordinating conjunctions</li> <li>Suffixes and prefixes</li> <li>Choose pronouns to avoid repetition</li> <li>Refer to Year 3 and 4 list of key spellings</li> <li>Apply spelling rules and patterns (National Curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Use the possessive apostrophe in words with regular plurals.</li> <li>Homophones</li> <li>comparative and superlative adjectives.</li> <li>Refer to Year 3 and 4 list of key spellings</li> <li>Apply spelling rules and patterns (National Curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using more ambitious conjunctions</li> <li>Use commas to clarify meaning within a sentence.</li> <li>Distinguish between homophones and other words which are often confused</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Writing Sentences/ Subject verb agreement</li> <li>Paragraphs</li> <li>Clauses</li> <li>Conjunctions</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>
Spring 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Author Focus:</b>	Anthony Browne	Michael Bond	Famous poet study	CS Lewis	Michael Morpurgo	Louis Sacher
<b>Genre Focus:</b>	Weekend news; Retelling the story; Character descriptions; write from a range of first hand experiences	Classic tales; Poetry; Narrative and extended stories	Adventure; Information text; Noisy poems	Letters and diaries; Non chronological report; Poetry study	Key authors; Argument and discussion text; Classic poetry	Revision cycle: Non-fiction; Narrative; characterisation
<b>Reading</b>	<ul style="list-style-type: none"> <li>Discuss word meanings</li> <li>Predict what will happen</li> <li>Make inferences based on what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify the meaning of words</li> <li>Identify descriptive words and phrases</li> <li>Compare features of different recounts</li> </ul>	<ul style="list-style-type: none"> <li>Inference and predictions based on knowledge of the text</li> <li>Ask questions to improve their understanding</li> <li>Recognise some forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>How does the writer show his positive / negative attitude towards...?</li> <li>Justify views about a poem</li> <li>Identify how language and structure contributes to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate Morpurgo's use of language</li> <li>Discuss the meaning of words in context.</li> <li>Distinguish between statements of fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</li> <li>Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level</li> <li>Explain and comment on writer's use of language</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Read writing aloud</li> <li>Include a range of adjectives to embellish work</li> </ul> <p>Think about questions for authors</p>	<ul style="list-style-type: none"> <li>Group related ideas into paragraphs</li> <li>Evaluate and add to their work by comparing with peers</li> <li>Begin to write complex narratives with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Vary sentences; add phrases for description</li> <li>Identify main ideas for each paragraphs</li> <li>Discuss words and phrases to capture the reader's imagination</li> </ul>	<ul style="list-style-type: none"> <li>Choosing nouns/pronouns appropriately</li> <li>Use organisational devices such as headings/subheadings.</li> <li>Create/describe character, plot and settings</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>Suggest changes to vocabulary, grammar and punctuation to enhance the effects of the poem.</li> <li>Note and develop initial ideas, drawing on research where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Write for a wide range of purposes</li> <li>Amend grammar and structure of writing,</li> <li>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form</li> </ul>
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Use adjectives</li> <li>Introduce prepositions</li> <li>Identify sentence types</li> <li>Refer to high frequency word list</li> <li>Apply phonics rules</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near homophones</li> <li>Explore complex noun phrases</li> <li>Explain function of different punctuation</li> <li>High frequency words</li> <li>Phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophe for possession and omission</li> <li>Powerful verbs for impact</li> <li>Similes and alliteration</li> <li>Choose pronouns to avoid repetition</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Modifying adjectives, nouns and prepositional phrases.</li> <li>Literary devices: Similes, metaphors, personification, onomatopoeia.</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Literary devices: Similes, metaphors, personification, alliteration, onomatopoeia</li> <li>Literary devices: Similes, metaphors, personification, alliteration, onomatopoeia</li> <li>Developing technical language</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation revision</li> <li>Plurals / regular and irregular</li> <li>Definite and indefinite articles</li> <li>Prefixes</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>



# English Curriculum Overview

Summer 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Author Focus:</b>	Jill Murphy	Dr Seuss	Ann Cameron	Shakespeare	Shakespeare	Famous poet study -Wordsworth
<b>Genre Focus</b>	Write from first-hand experience Non-fiction Letter writing	Play script; Non- fiction; SATs	Mystery stories; informal letters; formal letters	Narrative – stories with dilemmas; Shakespeare	Shakespeare; Historical fiction	Revision cycle: Newsletter; Reading Poetry; Short and long writing
<b>Reading</b>	<ul style="list-style-type: none"> <li>Explain own understanding of the text</li> <li>Make inferences about characters' feelings</li> <li>Link what they read to own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy a word that...</li> <li>Predict what might happen and justify their prediction</li> <li>Link what they read to stories with similar themes</li> </ul>	<ul style="list-style-type: none"> <li>Use specific vocabulary and ideas from the text to express their views</li> <li>Begin to make reference to the text to support their answers.</li> <li>Identifying conventions in an informal and formal letter.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Exploring the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate Shakespeare's use language</li> <li>Discuss and evaluate Shakespeare's use language</li> <li>Retrieve and record information.</li> </ul>	<ul style="list-style-type: none"> <li>Investigating structure &amp; meaning.</li> <li>Justifying opinions.</li> <li>Impact on the reader.</li> <li>Exploring words in context.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Independently read and improve own words</li> <li>Sequence short paragraphs</li> <li>Research and write a report</li> </ul>	<ul style="list-style-type: none"> <li>Develop stamina by writing complex narratives at length</li> <li>Summarise key points</li> <li>Retell a wide range of stories</li> </ul>	<ul style="list-style-type: none"> <li>Drafting and re-reading to check that meaning is clear.</li> <li>Letter incorporates mostly relevant content to inform and interest the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Use description to capture the reader's interest.</li> <li>Propose changes to grammar and vocabulary to improve consistency of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of devices to build cohesion within and across paragraphs.</li> <li>Use a wider range of devices to build cohesion within and across paragraphs.</li> <li>Proof-read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and make amendments using green pen.</li> <li>Link ideas across paragraphs using adverbials of time.</li> <li>Plan their own poem, using appropriate structure.</li> </ul>
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Adjectives for description</li> <li>Punctuate sentences</li> <li>Apply tenses correctly (past, present, future)</li> <li>High frequency words</li> <li>Phonics rules</li> </ul>	<ul style="list-style-type: none"> <li>Singulars and plurals</li> <li>Alliteration</li> <li>Sentence structure and punctuation</li> <li>High frequency words</li> <li>Phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials followed by commas</li> <li>Organise paragraphs around a theme</li> <li>Change the order of words in a sentence and modify to make it into a question.</li> <li>Choose pronouns to avoid repetition</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue punctuation</li> <li>Propose changes to grammar and vocabulary to improve consistency of their writing.</li> <li>Adverbs and prepositions to express time and cause.</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Comparative and superlative adverbs</li> <li>Synonyms and antonyms</li> <li>Conditional clauses</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>
Summer 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Author Focus:</b>	Valerie Thomas	Gene Zion	Ruyard Kipling	Famous poet study	Phillip Pullman	Shakespeare
<b>Genre Focus</b>	Fiction; Exploring rhymes; Creating poetry	Fiction; information texts; Poetry; Adventure texts	Classic literature; Stories with a dilemma; contemporary literature	Narratives with issues and dilemmas; newspapers; poetry;	Stories from other cultures; Performance poetry; Instructional texts; Letter writing; debating	Revision cycle: Leaflets; Link to performance; Playscripts; Transition Project
<b>Reading</b>	<ul style="list-style-type: none"> <li>Participate in a discussion about what is read</li> <li>Discuss favourite words and phrases</li> <li>Comment on events and link to own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writer's purpose and viewpoint</li> <li>Discuss layout of the text</li> <li>Predict and justify what will happen next</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the effect specific language has on the reader</li> <li>Using dictionaries to check the meaning of words that they have read.</li> <li>Inferring characters' feelings and thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main ideas drawn from more than one paragraph and summarise these.</li> <li>Comment on the author's viewpoint.</li> <li>Respond to questions based on the poet's use of both language and literary features.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph.</li> <li>Discuss and evaluate how poets use language, including metaphorical and figurative language</li> <li>Retrieve, record and present information from a non-fictional text.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring words in context.</li> <li>Justifying inferences.</li> <li>Figurative language.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Identify the main characters in a story</li> <li>Build on a scene from a story with rich descriptions</li> <li>Begin to use features of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of sentence openers</li> <li>Include heading, subheadings and paragraphs</li> <li>Explain and discuss their understanding of poems</li> </ul>	<ul style="list-style-type: none"> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Assessing the effectiveness of the author's word choices.</li> </ul>	<ul style="list-style-type: none"> <li>Propose changes to grammar and vocabulary to improve consistency of your story</li> <li>Use compound sentences within newspaper article</li> <li>Vary sentence openers.</li> </ul>	<ul style="list-style-type: none"> <li>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> <li>Proof read for spelling and punctuation errors.</li> <li>Perform poetry using appropriate intonation, volume and movement so meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>Linking ideas across paragraphs using adverbials of time</li> <li>Building cohesion across paragraphs through a range of devices.</li> </ul>
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Rhyming patterns</li> <li>Improving and embellishing descriptions</li> <li>Tenses</li> <li>High frequency words</li> <li>Phonics rules</li> </ul>	<ul style="list-style-type: none"> <li>Use correct subject/verb agreement</li> <li>Select appropriate punctuation</li> <li>Use progressive forms of verbs</li> <li>High frequency words</li> <li>Phonics patterns</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use semi colon to separate clauses.</li> <li>Use ellipsis to create suspense.</li> <li>Literary devices: metaphors and personification</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Drop-in or embedded clauses</li> <li>Use expanded noun phrases to expand sentences.</li> <li>Dialogue using inverted commas.</li> <li>Refer to Year 3 and 4 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Degrees of comparison</li> <li>Standard English and non-standard English</li> <li>Editing skills</li> <li>Indefinite and relative pronouns</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Review of punctuation</li> <li>Direct speech</li> <li>Apostrophes</li> <li>Nouns and pronouns</li> <li>Refer to Year 5 and 6 list of key spellings (National Curriculum)</li> <li>Apply spelling rules and patterns</li> </ul>