

English Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text types coverage	Stories with familiar settings Stories from a range of cultures/predictable patterns Traditional tales and fairy tales Fantasy Worlds	Stories with familiar settings Traditional stories Different stories by the same author Extended stories/significant authors	Stories with familiar settings Myths and legends Adventure and Mystery Authors and letters Dialogues and plays	Stories with historical setting Stories set in imaginary worlds Stories from other cultures Stories which have dilemmas/raise issues Plays	Novels by significant children's authors Traditional stories, fables, myths and legends Stories from other cultures Older literature Film narrative Dramatic conventions	Fiction genres Extending narrative Authors and texts Short stories with flashbacks
	Labels, lists and captions Instructions Recounts/dictionaries Information texts Recount (fact and fiction)	Instructions Explanations Information texts Non-chronological reports	Reports Instructions Information texts	Recounts: newspapers and magazines Information texts Explanation texts Persuasive texts	Instructions Recounts Persuasive writing	Biography and autobiography Journalistic writing Argument Formal/impersonal writing
	Using senses Pattern and rhyme Poems on a theme	Patterns on the page Really looking Silly stuff	Poems to perform Shape poetry and calligrams Language play	Creating images Exploring form	Poetic style Classic/narrative poetry Choral and performance poems	Power of imagery Finding a voice
Spelling, objectives	See pages 48-52	See pages 53 -55	Prefixes – un, dis, mis, in, il, im, ir Suffixes – ure, Words with 'sc' as 's', words with 'ch' Words with ei, eigh, ey	Prefixes – re, sub, inter, super, anti, auto Suffixes – tion, ous, Possessive apostrophes,	See pages 61 -66 Words ending in – able and –ible Words ending in – ably and –ibly	Endings which sound like/spelt – cious or –tious

				<p>Homophones and near homophones Words with gue, que</p>	<p>Words with the i spelt ei after c</p> <p>Words containing the letter string ough</p> <p>Words with silent letters.</p> <p>Nouns ending in –ce and verbs ending in –se</p>	<p>Endings which sound like/spelt –cial or –tial</p> <p>Words ending in –ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Use of hyphen</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p>
					<p>Homophones and other words that are often confused</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p>	
<p>Reading (word reading and comprehension)</p>	<p>See page 21-23</p>	<p>See pages 28 -30</p>	<p>LA readers will – word reading skills on p35 A Readers will – introducing comprehension skills P36 AA readers will – consolidating, working on inference, deduction, discussion and application, figurative language.</p>	<p>See pages 42 -43</p> <p>Word reading: Pupils should be taught to apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand new words that they meet</p> <p>Comprehension: Maintain positive attitudes to reading and understanding what they read Understand what they read Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>		

					<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
Writing (vocabulary, grammar and punctuation)	See pages 24 - 26	See pages 30- 33	How to use dictionaries See page 70	How to use dictionaries See page 71	<p>See pages 44 -47</p> <p>Write legibly, fluently and with increasing speed</p> <p>Plan their writing</p> <p>Draft and write</p> <p>Evaluate and edit</p> <p>Proof read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
					<p>Use and understand the corresponding grammatical terminology for the below</p>
					<table border="1"> <tr> <td> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using model verbs or adverbs to</p> </td> <td> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> </td> </tr> </table>
<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using model verbs or adverbs to</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>				

					<p>indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with and implied relative pronoun</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p>	<p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Use hyphens to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>
--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Red – covered but not secure

Yellow – covered and mainly secure but needs revisiting

Green – covered and secure

Left blank – not covered.