English Curriculum Overview

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Text types coverage** | Stories with familiar settingsStories from a range of cultures/predictable patternsTraditional tales and fairy talesFantasy Worlds | Stories with familiar settingsTraditional storiesDifferent stories by the same authorExtended stories/significant authors | Stories with familiar settingsMyths and legendsAdventure and MysteryAuthors and lettersDialogues and plays | Stories with historical settingStories set in imaginary worldsStories from other culturesStories which have dilemmas/raise issuesPlays | Novels by significant children’s authorsTraditional stories, fables, myths and legendsStories from other culturesOlder literatureFilm narrativeDramatic conventions | Fiction genresExtending narrativeAuthors and textsShort stories with flashbacks |
| Labels, lists and captionsInstructionsRecounts/dictionariesInformation textsRecount (fact and fiction) | InstructionsExplanationsInformation textsNon-chronological reports | ReportsInstructionsInformation texts | Recounts: newspapers and magazinesInformation textsExplanation textsPersuasive texts | InstructionsRecountsPersuasive writing | Biography and autobiographyJournalistic writingArgumentFormal/impersonal writing |
| Using sensesPattern and rhymePoems on a theme | Patterns on the pageReally lookingSilly stuff | Poems to performShape poetry and calligramsLanguage play | Creating imagesExploring form | Poetic styleClassic/narrative poetryChoral and performance poems | Power of imageryFinding a voice |
| **Spelling, objectives** | See pages 48-52  | See pages 53 -55 | Prefixes – un, dis, mis, in, il, im, irSuffixes – ure, Words with ‘sc’ as ‘s’, words with’ ch’Words with ei, eigh, ey | Prefixes – re, sub, inter, super, anti, autoSuffixes – tion, ous,Possessive apostrophes, Homophones and near homophones Words with gue, que | See pages 61 -66Words ending in –able and –ibleWords ending in –ably and –iblyWords with the i spelt ei after cWords containing the letter string oughWords with silent letters.Nouns ending in –ce and verbs ending in –se | Endings which sound like/spelt –cious or –tiousEndings which sound like/spelt –cial or –tialWords ending in –ant, -ance/-ancy, -ent, -ence/-encyUse of hyphenAdding suffixes beginning with vowel letters to words ending in –fer |
| Homophones and other words that are often confusedUse dictionaries to check the spelling and meaning of wordsUse a thesaurus |
| **Reading****(word reading and comprehension)** | See page 21-23 | See pages 28 -30 | LA readers will – word reading skills on p35A Readers will – introducing comprehension skills P36AA readers will – consolidating, working on inference, deduction, discussion and application, figurative language. | See pages 42 -43**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**Comprehension:**Maintain positive attitudes to reading and understanding what they readUnderstand what they readDiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerDistinguish between statements of fact and opinionRetrieve, record and present information from non-fictionParticipate 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 courteouslyExplain 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 |
| **Writing****(vocabulary, grammar and punctuation)** | See pages 24 - 26 | See pages 30- 33 | How to use dictionariesSee page 70 | How to use dictionariesSee page 71 | See pages 44 -47Write legibly, fluently and with increasing speedPlan their writingDraft and writeEvaluate and editProof read for spelling and punctuation errorsPerform their own compositions, using appropriate intonation, volume and movement so that meaning is clear |
| Use and understand the corresponding grammatical terminology for the below |
| Using expanded noun phrases to convey complicated information conciselyUsing model verbs or adverbs to indicate degrees of possibilityUse relative clauses beginning with who, which, where, when, whose, that or with and implied relative pronounUse commas to clarify meaning or avoid ambiguity in writingUse a colon to introduce a listPunctuate bullet points consistently | Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsUsing passive verbs to affect the presentation of information in a sentenceUsing the perfect form of verbs to mark relationships of time and causeUse hyphens to avoid ambiguityUse brackets, dashes or commas to indicate parenthesisUse semi-colons, colons or dashes to mark boundaries between independent clauses |

Red – covered but not secure

Yellow – covered and mainly secure but needs revisiting

Green – covered and secure

Left blank – not covered.