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 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,  Homophones and near homophones  Words with gue, que | | See pages 61 -66  Words ending in –able and –ible  Words ending in –ably and –ibly  Words with the i spelt ei after c  Words containing the letter string ough  Words with silent letters.  Nouns ending in –ce and verbs ending in –se | Endings which sound like/spelt –cious or –tious  Endings which sound like/spelt –cial or –tial  Words ending in –ant, -ance/-ancy, -ent, -ence/-ency  Use of hyphen  Adding suffixes beginning with vowel letters to words ending in –fer |
| Homophones and other words that are often confused  Use dictionaries to check the spelling and meaning of words  Use a thesaurus | |
| **Reading**  **(word reading and comprehension)** | See page 21-23 | See pages 28 -30 | 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. | | | 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 read  Understand what they read  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  Distinguish between statements of fact and opinion  Retrieve, record and present information from non-fiction  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  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 | |
| **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 | See pages 44 -47  Write legibly, fluently and with increasing speed  Plan their writing  Draft and write  Evaluate and edit  Proof read for spelling and punctuation errors  Perform 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 concisely  Using model verbs or adverbs to indicate degrees of possibility  Use relative clauses beginning with who, which, where, when, whose, that or with and implied relative pronoun  Use commas to clarify meaning or avoid ambiguity in writing  Use a colon to introduce a list  Punctuate bullet points consistently | Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  Using passive verbs to affect the presentation of information in a sentence  Using the perfect form of verbs to mark relationships of time and cause  Use hyphens to avoid ambiguity  Use brackets, dashes or commas to indicate parenthesis  Use 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.