

Our Curriculum for English

Year	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Y1	<p>China</p> <ul style="list-style-type: none"> Labels, lists and captions Stories with familiar settings Information texts 	<p>Parties and Celebrations</p> <ul style="list-style-type: none"> Poetry – rhyme and alliteration (fireworks) Instructions Letters 	<p>Aliens</p> <ul style="list-style-type: none"> Wanted posters Fantasy stories Newspaper articles 	<p>Pirates</p> <ul style="list-style-type: none"> Stories about fantasy worlds Poems on a theme (pirates) 	<p>Totley Time Machine</p> <p>Information texts (Victorians)</p> <ul style="list-style-type: none"> Recount (Abbeydale Hamlet) 	<ul style="list-style-type: none"> Traditional tales Information texts (plant growth)
	<p>Writing throughout the year</p> <ul style="list-style-type: none"> Sit at a table holding a pencil correctly Write lower case letters correctly Form capital letters Form numbers 0-9 Understand which letters belong to which handwriting families Say out loud what I am going to write about before I begin to write it Compose a sentence by speaking it aloud before I write it down Sequence sentences to form short narratives Discuss what I've written with other pupils and my teacher Read my work aloud for others to hear 				<p>Spelling, Punctuation & Grammar throughout the year</p> <ul style="list-style-type: none"> Spell exception words & using phonemes Spell all the days of the week Name and use letter of the alphabet in order Use the spelling rules for adding –s and –es to make plurals Use –ing, -ed and –est where no change to the root word Use the prefix un- Use different spelling rules Write dictated sentences containing taught graphemes Understand how words can be used to make a sentence Join words and clauses using 'and' Use sentences to write short narratives Separate words with finger spaces Use capital letters for names & I Understand function of capital letters, full stops, question marks & exclamation marks and begin to use to demarcate sentences 	

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Y2	<p>Poetry (list poems; riddles using similes; shape poems)</p> <p>Diaries & non-narratives (brief – Florence Nightingale) Stories by the same author (Anthony Browne)</p>	<p>Familiar stories (Katie Morag, Dogger, Tiger who Came to Tea)</p> <p>Letters (brief)</p> <p>Instructions (Christmas themed)</p>	<p>Traditional tales (including other cultures)</p> <p>Diaries & non-narratives (brief – Samuel Pepys)</p>	<p>Non-chronological reports (wolves - linked to traditional tale villain work)</p>	<p>Extended stories (Charlie & the Chocolate Factory and others by Roald Dahl)</p>	<p>Information texts (Seaside & holidays)</p> <p>Poetry (carefully observing – seaside)</p> <p>African Tales & Just So stories by Rudyard Kipling</p>
	<p><u>Grammar & punctuation- throughout the year</u></p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • use sentences with different forms: statement, question, exclamation, command • use expanded noun phrases to describe and specify [for example, the blue butterfly] • use the present and past tenses correctly and consistently, including the progressive form • use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • use the grammar for year 2 in English appendix 2 • use some features of written Standard English • use and understand the grammatical terminology in English appendix 2 in discussing their writing 			<p><u>Spelling</u></p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		
Y2	Different stories	Non Chronological	Myths and Legends	Play scripts	Narrative	Persuasive writing

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	<p>same author Stone Age – Iron Age Adventure Story Complete end of story with new adventure. Character description create characters, settings and plots write a letter to another child's character from their new character.</p>	<p>Reports Stone Age, Bronze age, iron age Stories with familiar settings Compare a film setting with book setting Change/adapt setting (Christmas) Poetry. 12 days of Christmas invention</p>	<p>(Roman Gods) Recounts -TRIP to farming village</p>	<p>Roman Play/ Sheffield Amphitheatre Poetry. list poems; using similes; shape poems, haikus) NON Chronological Reports Roman life.</p>	<p>Stories from around the World/Fables?</p>	<p>Humorous Poems recognise some different forms of poetry</p>
	<p><u>Grammar & punctuation- throughout the year</u></p> <ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • use the present perfect form of verbs in contrast to the past tense • choose nouns or pronouns appropriately to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause • Use fronted adverbials • Use commas after fronted adverbials • indicate possession by using the possessive apostrophe with plural nouns • use and punctuate direct speech • write paragraphs around a theme. • Use simple organizational devices for non-fiction writing • 			<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one use prefixes and suffixes and understand how to add them. • syllable • The /ɪ/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre • To use knowledge of prefixes to generate new words from root words, • To recognise and spell common suffixes and how these influence word meanings, e.g. ly,ful, less • Words with endings -sure / ture, • The suffix -ous • Suffixes spelt -tion, -sion, -ssion, -cian • Words with the /k/ sound spelt ch (Greek in origin) • Words with the /ʃ/ sound spelt ch (mostly French in origin) • Words with the /s/ sound spelt sc (Latin in origin) • Words with the /ei/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que Homophones and near-homophones • use the first 2 or 3 letters of a word to check its spelling in a dictionary 		

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Y4	<ul style="list-style-type: none"> • Fables - (<i>Animals – link to science living things</i>) • Instructions – How to Mummify a body (<i>link to Ancient Egypt</i>) • Explanations – How pyramids were built (<i>link AE</i>) 	<ul style="list-style-type: none"> • Autumn poetry – Creating images– alliteration; personification; similes; metaphors. • Letter to Nigeria (<i>link Global awareness</i>) • Water Cycle story (<i>link to science materials</i>) • Christmas Letter (<i>Link to RE Meaning of Easter</i>) 	<ul style="list-style-type: none"> • Biographies – Mary Anning (<i>Link to Rocks/ fossils Science</i>) • Non-chronological Reports - Endangered animals (<i>Link to Global Awareness</i>) • Wildself report (<i>creative writing in report genre</i>) 	<p>Focus on Roald Dahl Stories</p> <ul style="list-style-type: none"> • Character / setting descriptions • Newspaper recount • Poetry – exploring language 	<ul style="list-style-type: none"> • Recount – Castleton Residential • Free Form Poetry -Magic Box by Kit Wright • Persuasion / 'Send my Friend' letter to MP –(<i>Global link</i>) 	<ul style="list-style-type: none"> • Stories from other cultures Africa (<i>Link to Global week</i>) • Play Scripts – (<i>Link to Shakespeare week</i>) • Information text (- <i>link to Tudors</i>)
	<p>GRAMMAR & Punctuation Taught throughout each term</p> <ul style="list-style-type: none"> • Use the possessive apostrophe • Use fronted adverbials • Use conjunctions to express time or cause • Use prepositions to express time and place • Person – understanding that writing can be third or first person • Use adverbs and adverbials (prepositional phrases which act as adverbs) • Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech. • Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion • Use commas after or before phrases and clauses • Use of paragraphs to org The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms anise ideas around a theme • Use of inverted commas and other punctuation to indicate direct speech commas • Apostrophes to mark plural possession • Use of commas after fronted adverbials 			<p>SPELLING – Y3/ 4 NC</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable • The /i/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre • To use knowledge of prefixes to generate new words from root words, especially antonyms, • To recognise and spell common suffixes and how these influence word meanings, e.g. ly,ful, less • Words with endings -sure / ture, • The suffix –ous • Suffixes spelt –tion, –sion, –ssion, –cian • Words with the /k/ sound spelt ch (Greek in origin) • Words with the /ʃ/ sound spelt ch (mostly French in origin) • Words with the /s/ sound spelt sc (Latin in origin) • Words with the /ei/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt – que Homophones and near-homophones 		

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Y5	<p>Myths and legends – Greek myth plan and tell stories orally plan and write a new version of a myth, legend, fable or traditional tale</p> <p>Explanation texts - breadmaking</p>	<p>Recount texts – news report use features of Summarise main ideas from a text</p>	<p>Biography know about the life of a famous author take notes write character descriptions write an alternative ending or chapter for a known story. develop use of settings in own writing</p>	<p>Persuasion present a spoken and written argument - flooding</p> <p>Poetry Contrasting writers. analyse and compare poetic style, personal taste, distinctive style. Drama to explore feelings, moods etc</p>	<p>Narrative - Skellig tell a story using notes using repetition, recap and humour</p> <p>Explore the meaning of texts using visualisation, prediction and empathy</p> <p>Compare common themes in poetry, prose and other media</p>	<p>Narrative - Older literature</p> <p>Explore the meaning of texts</p> <p>Compare common themes</p> <p>Poetry – The highwayman</p>
	<p>GRAMMAR & Punctuation Taught throughout each term</p> <ul style="list-style-type: none"> Identify and use adverbials Understand and use first and third person Identify and use different types of questions Use commas correctly Write for different audiences understand what a synonym is and use synonyms to enhance writing function of adjectives in writing understand what an antonym is persuasive language identify some different aspects of speech which vary between formal and informal occasions similes, metaphors, use appropriate form and features and show awareness of intended audience reflect independently and critically on their own writing and edit and improve it 			<p>SPELLING – Y5/6 NC</p> <ul style="list-style-type: none"> Suffixes –ant, –ance/–ancy, –ent, –ence/–ency –able and –ible –ably and –ibly sound like /ʃəs/ spelt –cious or –tious which sound like /ʃəl/ spelt –cial or –tial beginning with vowel letters to words ending in –fer Use of the hyphen Words containing the letter-string ough Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused 		

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Y6	<p>interviews, newspaper report, short story Eatum Hall & Alma –</p> <p>Performance poetry including War poetry</p> <p>Non-chronological reports (rationing- WWII link; global link) including diary writing</p>	<p>Biography (Malala Yousefzai – global link)</p> <p>Journalistic writing – “Tuesday”</p>	<p>Narrative Viewpoint (Peter & the Wolf) Including NC report</p> <p>Persuasion (environmental link)</p>	<p>Narrative poetry The Ballard of Charlotte Dymond (include fiction & non-fiction)</p> <p>Free verse</p>	<p>Narrative- Stories from other cultures (global link)</p>	
	<p>Grammar & punctuation- throughout the year</p> <ul style="list-style-type: none"> recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun use commas to clarify meaning or avoid ambiguity in writing 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 use a colon to introduce a list punctuate bullet points consistently 			<p>Spelling</p> <ul style="list-style-type: none"> Revise patterns that are not secure use further prefixes and suffixes and understand the guidance for adding them spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. 		