# St. James' C.E. Primary School Whole School English Curriculum Overview

| Reception | Autumn 1<br>7 weeks | Autumn 2<br>7 weeks | Spring 1<br>6 weeks | Spring 2<br>5 weeks | Summer 1<br>7 weeks | Summer 2<br>7 weeks |
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| English Reading | Gruffalo<br>We're Going on a Bear Hunt<br>Little Red Riding Hood<br>Goldilocks and the Three Bears<br>Paddington | The Trap Door (animation)<br>No-Bot<br>The Three Little Pigs<br>The Snowman Animation<br>Stickman<br>The Gingerbread Man | Whatever Next!<br>Peppa Pig Animation<br>Cinderella<br>Lost and Found<br>The Little Red Hen<br>Shaun the Sheep Animation | Tiddler<br>Popeye Animation<br>Sharks- non-fiction<br>Octopants<br>The Ugly Duckling | Jack and the Beanstalk<br>The Enormous Turnip<br>Room on the Broom<br>The Hungry Caterpillar<br>Lifecycles<br>The Smartest Giant in Town | Handa's Surprise<br>Madagascar Animation<br>The Three Billy Goat's Gruff<br>Monkey Puzzle<br>Dinosaur Facts<br>Dinosaur Animation |
| English Writing Drawing Club | **Genre**: Children's Fantasy Settings and characters<br>Purpose: To entertain the reader.<br>Genre: Traditional/Fairy Tales<br>Purpose: To give a moral in a way the audience will remember and to entertain. | **Genre:** Children's Picture Book<br>Purpose: To foster early literacy, build vocabulary through engaging stories.<br>**Genre:** Traditional/Fairy Tales<br>**Purpose: To give a moral in a way the audience will remember and to entertain.** | **Genre:** Traditional/Fairy Tales<br>Purpose: To give a moral in a way the audience will remember and to entertain.<br>**Genre:** Children's Picture Book<br>Purpose: To foster early literacy, build vocabulary through engaging stories. | **Genre:** Children's Fantasy Settings and characters<br>Purpose: To entertain the reader. | **Genre:** Traditional/Fairy Tales<br>Purpose: To give a moral in a way the audience will remember and to entertain.<br>**Genre:** Children's Fantasy<br>Settings and characters<br>Purpose: To entertain the reader. | **Genre:** Traditional/Fairy Tales<br>Purpose: To give a moral in a way the audience will remember and to entertain. |
| Grammar and Punctuation | Speaking and listening skills | Speaking and listening skills<br>Spelling | Spelling | Spelling<br>Simple sentences | Simple sentences<br>Capital letters<br>Full stops | Simple sentences<br>Capital letters<br>Full stops |

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English Reading | **Fiction:** The Gruffalo (3-4 weeks)<br>**Non-fiction**: Charlie the Firefighter (2 weeks) | **Fiction:** What the Ladybird Heard (3 weeks) | **Fiction:** The Tiger who came to tea (3 weeks) | **Fiction:** The Gingerbread man and other stories – anthology (3 weeks) | **Fiction:** Room on The Broom (3 weeks)<br>**Non-fiction:** Do you love bugs? (2 weeks) | **Fiction:** Biscuit Bear (3-4 weeks)<br>**Non-fiction**: The Wild Weather Book Loads of |

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| | **Poetry**: Poems (1-2 weeks) | **Non-fiction**: Toby and the Great Fire of London (3 weeks)<br>**Poetry**: Crackle Spit (2 weeks) | **Non-fiction**: Tiger, Tiger, Where are you? (2 weeks) | **Non-fiction**: Gingerbread Recipe (2 weeks) | **Poetry:** What is Pink? (2 weeks) | Things to Do Outdoors in Rain, Wind and Snow (2 weeks)<br>**Poetry**: The Sound Collector (1-2 weeks) |
| English Writing | **Fiction**<br>**Genre: Children's Fantasy**<br>Settings and characters<br>Purpose: To entertain the reader.<br>Outcome: can begin to write a character and setting description.<br><br>**Non-fiction**<br>Genre: Lists, Labels and Captions (explanation)<br>Purpose: To explain how something works.<br>Outcome: write labels, lists and captions linking to the text.<br><br>**Poetry**: Senses/acrostic poem<br>Purpose: To create meaning and cause emotion.<br>Outcome: Can follow a simple structured format using the five senses. | **Fiction**<br>**Genre:** Stories by the same author Julia Donaldson<br>Purpose: To use repetition to retell a story.<br>Outcome: write a story with a predictable pattern and continue to use character/setting description.<br>**Non-fiction**<br>Genre: Recount-Diary<br>Purpose: To write a recount to describe a day.<br>Outcome: can write a simple recount using first person and 'first, next, then'.<br><br>**Poetry**: Simple poem on a theme (firework night)<br>Purpose: To communicate a message.<br>Outcome: can write a poem using new vocabulary begin to read aloud. | **Fiction**<br>**Genre:** Stories with familiar settings<br>Purpose: To build relatability and engage the audience.<br>Outcome: can sequence simple events and use predictable language.<br><br>**Non-fiction**<br>Genre: Non-chronological report<br>Purpose: To provide the reader with information on a chosen topic.<br>Outcome: can use simple sentences to write facts about a subject. | **Fiction**<br>**Genre:** Traditional/Fairy Tales<br>Purpose: To give a moral in a way the audience will remember and to entertain.<br>Outcome: Innovated tale<br>Can use adjectives to describe the setting, characters and sequence simple events.<br>**Non-fiction**<br>Genre: Instructions<br>Purpose: to tell the reader how to do or make something.<br>Outcome: A clear sequence of instructions | **Fiction**<br>Genre: Stories with familiar settings<br>Purpose: To build relatability and engage the audience.<br>Outcome: Children can use predictable language, adjectives to describe and write simple fantasy.<br><br>**Non-fiction**<br>**Genre:** Informal simple Letter<br>Purpose: To send information, news and greetings.<br>Outcome: can use 'to/dear' and 'from'. Can write about what they have done and where they have been.<br>**Poetry**: Poems on a theme (Colours)<br>Purpose: To communicate a message.<br>Outcome: can write a poem expanding on vocabulary and read their poem aloud. | **Fiction**<br>**Genre: Children's Fantasy**<br><br>Purpose: To entertain and fuel the imagination.<br>Outcome: Children can sequence simple events, use character and setting description.<br><br>**Non-fiction**<br>Genre: Information texts<br>Purpose: To provide the reader with information on a chosen topic by providing them with facts.<br>Outcome: Can write simple facts and report about an<br><br>**Poetry**: Recite familiar poems by heart.<br>Purpose: To perform a poem.<br>Outcome: Children recall a poem and read their poem aloud. |
| Grammar and punctuation | · Write a simple sentence starting with a noun/proper noun<br>· Write a simple sentence starting with a personal pronoun | · To orally use simple co-ordinating conjunctions: and, but<br>· Write a compound sentence using the coordinating conjunction "and" | · Use capital letters for proper nouns (people and places)<br>· Use a capital letter for "I"<br>· Start sentences with a capital letter | · Regular plurals where you only add an "-s" or "-es"<br>· Suffixes of verbs, adding "-ed" or "-ing" | · Orally devise alliteration: a cool cat, a sneaky snake<br>· Prepositions: up, down, in, into, out, to, onto, under, inside, outside, above | · Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: fast – faster – fastest |

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| | · Finish the sentence with a full stop<br>· Use a regular simple-past-tense verb in a sentence: He walked to school.<br>· First person (I and we), second person (you) and third person (he, she) | · Use connectives of sequence: first, second, then<br>· Subject-verb agreement<br>· Write a sentence that includes an adjective | · Use capital letters for days of the week<br>· Separate words with spaces | · Use the prefix of "un-" to create antonyms: happy – unhappy kind – unkind<br>· Use determiners: the, a, an, my your, his, her<br>· Adverbs of manner (how) to describe a verb, ending in "-ly" | · Similes: as big as an elephant<br>· Use question marks | · Choose a specific noun: "Alsatian" rather than "dog"<br>· Use noun phrases: adjective + noun<br>· Use exclamation marks |
| **Spellings** | - The sound /f/ and /s/ spelt 'ff' and 'ss'<br>- The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'<br>- Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word<br>- The sound spelt n before k 'nk'<br>- The sound /ch/ spelt 'tch'<br>- The /v/ sound at the end of words spelt with 've' | - The digraphs 'ai' and 'oi' are hardly ever used at the end of English words<br>- The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables<br>- The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)<br>- The sound /ee/ spelt 'e' and with the vowel digraph 'ee'<br>- The vowel digraph 'ea'<br>- The vowel digraph 'ie' making the /igh/ and /ee/ sounds | - The trigraph igh<br>- The vowel digraph 'ar'<br>- The vowel digraph 'er' (unstressed) 'er' (stressed)<br>- The vowel digraph 'ir', 'ur'<br>- Adding –er and –est to adjectives where no change is needed to the root word<br>- Days of the week/Common Exception Words | - The sound /k/ spelt with 'k' not 'c', before e, i and y<br>- The split vowel digraphs 'a-e' and 'e-e'<br>- The split vowel digraphs 'i-e', 'o-e'<br>- The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'<br>- The vowel digraph 'oo'-very few words have oo at the end<br>- The sounds /oo/ and /yoo/ spelt with 'ue' 'ew'<br>- | -The vowel digraphs 'ow' and 'ou'<br>- Words ending with the sound /ee/ spelt with 'y'<br>-The vowel digraph 'or' and the vowel trigraph 'ore'<br>-The vowel digraphs 'aw' and 'au'<br>-The vowel trigraphs 'air' and 'are'<br>-The vowel trigraph 'ear' | -New consonant spelling 'ph' and 'wh'<br>-Adding the prefix –un without any change to the spelling of the root word<br>-Adding s and es to words<br>-Compound words<br>-Read words with contractions (word reading -English)<br>-Common Exception Words |

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English Reading | **Fiction**: The Jolly Postman (3 weeks)<br>**Non-fiction**: Pop it in the Post (2 weeks) | **Fiction**: The True Story of the Three Little Pigs (3-4 weeks) | **Fiction**: Lila and the Secret of the Rain (3 weeks) | **Fiction**: Traction Man (3 weeks)<br>**Non-fiction**: Frogs (2 weeks) | **Fiction**: The Magic Finger (3-4 weeks)<br>**Non-fiction:** Plastic Pollution (2 weeks) | **Fiction**: The Lighthouse Keeper (3 weeks) |

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| | **Poetry**: Raindrop Shape | **Non-fiction**: All About Autumn (2 weeks)<br>**Poetry**: Jelly (1 week) | **Non-fiction**: Christopher Columbus (2 weeks)<br>**Poetry:** Weather Poem (1 week) | | **Poetry**: The Owl and the Pussy Cat (2 weeks) | **Non-fiction**: How Does a Lighthouse Work? (2 weeks)<br>**Poetry**: Please Mr. Butler (2 weeks) |
| English Writing | **Fiction**<br>**Genre:** Fairy tales<br>Purpose: To give a moral in a way the audience will remember and to entertain.<br>Outcome: can write an innovated fairy tale using some expanded noun phrases.<br>**Non-fiction**<br>Genre: Recount- Letters<br>Purpose: To send information, news and greetings.<br>Outcome: can write an informal letter in past tense.<br>**Poetry**: Shape Poetry<br>Purpose: To create visual imagery for the reader.<br>Outcome: Can develop vocabulary, description and creativity using an outline. | **Fiction**<br>**Genre:** Traditional Tales<br>Purpose: To give a moral in a way the audience will remember and to entertain.<br>Outcome: write basic narrative using expanded noun phrases and descriptive language.<br>**Non-fiction**<br>Genre: Non-chronological report<br>Purpose: To provide the reader with information on a chosen topic.<br>Outcome: Can use headings/subheadings and write in past tense.<br>**Poetry**: Poems on a theme (link to winter)- use the senses<br>Purpose: To communicate a message.<br>Outcome: Can write a poem using descriptive vocabulary. | **Fiction**<br>**Genre:** Stories from other cultures<br>Purpose:<br>Outcome: To have a clear beginning, middle and ending. Begin to use dialogue.<br>**Non-fiction**<br>Genre: Diary<br>Purpose: A form of recount.<br>Outcome: To write in first person using past and present tense accurately. | **Fiction**<br>**Genre:** Fantasy<br>Purpose: To entertain and fuel the imagination.<br>Outcome: Can describe using expanded noun phrases with a clear beginning, middle and end.<br>**Non-fiction**<br>Genre: Information texts<br>Purpose: To provide the reader with information on a chosen topic.<br>Outcome: Can use headings/subheadings accurately providing facts. | **Fiction**<br>**Genre:** Fantasy<br>Purpose: To entertain and fuel the imagination.<br>Outcome: Use a clear beginning, middle and end, dialogue as speech bubbles and some expanded noun phrases.<br>**Non-fiction**<br>**Genre:** Persuasive<br>Purpose: To convince the reader to agree with a specific point of view.<br>Outcome: Can write to convince using key vocabulary for persuasion.<br>**Poetry**: Poems (nonsense poem)<br>Purpose: To entertain<br>Outcome: Can innovate a poem, use repetition, explore new vocabulary and perform. | **Fiction**<br>**Genre:** Adventure<br>Purpose: To entertain through quests, journeys and the unknown.<br>Outcome: Can write a simple adventure story using character and setting descriptions and a clear beginning, middle and end.<br>**Non-fiction**<br>Genre: Instructions<br>Purpose: To tell the reader how to do or make something.<br>Outcome: Can use simple present tense and write the instructions in the correct order.<br>**Poetry**: Performance Poetry<br>Purpose: To perform to an audience.<br>Outcome: Can recite and read a poem aloud with expression. |
| Grammar and Punctuation | · Suffixes –adding "-ness" and "-er" to form a noun:<br>kind – kindness teach – teacher<br>· Compound nouns:<br>noun + noun (football)<br>adjective + noun (whiteboard) | · Adding "-ly" to an adjective to make an adverb: quick – quickly<br>· Coordinating conjunctions to create a compound sentence: or, and, but<br>· Subordinate conjunctions to create a | · Ask a question and use a question mark<br>· Command, using the imperative form of a verb: give…take…<br>· Write a sentence that ends with an exclamation mark | · Form simple past tense by adding "-ed": He played at school.<br>· Use past continuous (progressive) tense He was playing at school.<br>· Using commas to separate lists: He had a bag, ball and carpet. | · Move from generic nouns to specific nouns, eg, "dog" to "terrier"<br>· Temporal connectives: next, last, an hour later<br>· Use first, second and third person with subject-verb agreement<br>· Onomatopoeia | · Similes using "like":<br>…like hot chilies…,…cold like a glacier<br>· Use the prepositional phrases: behind, above, along, before, between, after<br>· Using determiners/generalisers: |

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| | · Suffixes –formation of adjectives by adding "-ful": care – careful<br>· Suffixes – formation of adjectives by adding "-less": help – helpless<br>· Suffixes –forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": big – bigger – biggest | complex sentence: when, if, that, because<br>· Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)<br>· Write a statement that starts with a capital letter and finishes with a full stop | · Use simple present tense, showing subject-verb agreement<br>· Use present continuous tense | · Apostrophes of omission: he didn't, he couldn't<br>· To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter. | · Alliteration (verb + noun): dancing dandelions, hiding hyenas | most, some, all, many, much, more |
| Spellings | - The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words<br>- The sounds /r/ spelt 'wr' at the beginning of words<br>- The sound /s/ spelt 'c' before e, i and y<br>- The sound /j/ spelt with '-dge' and '-ge' at the end of words<br>- The sound /j/ often spelt with g before e, I and y | - The sound /l/ spelt with '-le' at the end of words<br>- The sound /l/ spelt with '-el' at the end of words<br>- The sound /l/ spelt with '-il' and '-al' at the end of words<br>- The sound /igh/ spelt with '-y' at the end of words<br>- Adding –ies to nouns and verbs ending in –y<br>- Common Exception Words | - Adding –ed, -er and –est to a word ending in –y with a consonant before it<br>- Adding –ing to a word ending in –y with a consonant before it<br>- Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it<br>- Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it<br>- Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel<br>- The sound /or/ spelt 'a' before l or ll<br>- Common Exception Words | - The sound /u/ spelt with 'o'<br>- The sound /ee/ spelt with '-ey'<br>- The /o/ sound spelt with 'a' after w and qu<br>- The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w<br>- The sound /zh/ spelt 's'<br>- Common Exception Words | - The suffixes –ment, -ness and –ful<br>- The suffixes –less and –ly<br>- Words ending in –tion<br>- Contractions<br>- The possessive apostrophe<br>- Common Exception Words | - Homophones and near homophones<br>Conjunctions<br>- Months of the year/time<br>- Months of the year/time<br>- Question words<br>- SPAG terms |

| Year 3 | Autumn 1<br>Cycle A | Autumn 2<br>Cycle B | Spring 1<br>Cycle A | Spring 2<br>Cycle B | Summer 1<br>Cycle A | Summer 2<br>Cycle B |
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| English Reading | **Fiction**: Dear Greenpeace<br>**Non-fiction**: Plastic Sucks<br>**Poetry**: Earth poems | **Fiction**: George's Marvellous Medicine<br>**Non-fiction**: Nutrition-Food<br>**Poetry**: My Wonderful Wizard Potion | **Fiction**: Hansel and Gretel<br>**Non-fiction**: Volcanoes | **Fiction**: Cliffhanger<br>**Non-fiction**: Biography – Jacqueline Wilson ( | **Fiction**: Playtime<br>**Non-fiction**: A Street Through Time<br>**Poetry:** I am a Roman Soldier | **Fiction**: The Hodgeheg<br>**Non-fiction**: Wildflowers and Let's Look for Flowers<br>**Poetry**: The Spider and the Fly |
| English Writing | **Fiction**<br>**Genre:** Fantasy<br>**Purpose:** To entertain and fuel the imagination<br>**Outcome:** write a story to develop a child's imagination, enhance vocabulary, build on detail using character description and begin to use paragraphs.<br><br>**Non-fiction**:<br>**Genre:** Persuasive Letters<br>**Purpose: To persuade the reader.**<br>**Outcome:** write to convince the reader to adopt a specific point of view or act using formal tone and precise vocabulary.<br><br>**Poetry**:<br>**Genre:** Poems on a theme<br>Purpose: To communicate a message.<br>Outcome: Can write a poem using descriptive | **Fiction**<br>**Genre:** Fantasy<br>Purpose: To entertain and fuel the imagination.<br>Outcome: write a story using direct speech, adverbs of time and past tense verbs.<br><br>**Non-fiction**:<br>**Genre:** Explanation<br>**Purpose:** To tell the audience how something works or why somethinghappens.<br>**Outcome:** can explain cause and effect, begin to group into paragraphs and write using precise vocabulary.<br><br>**Poetry**:<br>**Genre:** Structured poems<br>**Purpose: To organise ideas.**<br>Outcome: can write a poem following a key structure. | **Fiction**<br>**Genre:** Traditional Tales<br>Purpose: To give a moral in the way the audience will remember.<br>Outcome:<br>Write a story using expanded noun phrases, conjunctions and description with contrasting characters (good and bad).<br><br>**Non-fiction**:<br>**Genre:** Non-chronological reports<br>**Purpose: To provide the reader with information on a topic.**<br>**Outcome:** can write using precise vocabulary, formal tone and begin to use paragraphs. | **Fiction**<br>**Genre:** Adventure<br>Purpose: To entertain through quests, journeys and the unknown.<br>Outcome:<br>Write a story with a hero and villain who goes on a journey and descriptive language with a successful resolution.<br><br>**Non-fiction**:<br>**Genre:** Recount – biography about Jacqueline Wilson<br>**Purpose: To share the life of another person.**<br>**Outcome:** can write a simple biography about a person using paragraphs and precise vocabulary linked to the person. | **Fiction**<br>**Genre:** Play scripts<br>Purpose: To create a narrative with dialogue and stage directions that can be performed on. stage.<br>Outcome:<br>Structure a piece of writing with characters and stage directions.<br><br>**Non-fiction**:<br>**Genre:** Recount – diary about living as a Stone Age child<br>**Purpose: To write a recount about their day.**<br>**Outcome:** can use first person, adverbs of time and informal tone.<br><br>**Poetry:**<br>**Genre:** Poems on a theme<br>**Purpose: To communicate a message.**<br>Outcome: Can write a poem using key | **Fiction**<br>**Genre:** Fantasy (animals)<br>Purpose: To entertain and fuel the imagination.<br>Outcome: write a story to develop paragraphs, begin to use expanded dialogue and build on character/setting description.<br><br>**Non-fiction**:<br>**Genre:** Information text<br>Purpose: To provide the reader with information on a chosen topic.<br>**Outcome:** write a text providing information using precise vocabulary, a formal tone and paragraphs.<br><br>**Poetry**:<br>**Genre:** Narrative poem<br>**Purpose: To tell a story.**<br>Outcome: Can innovate a poem to tell an adventure story. |

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| | vocabulary with a key message about Earth. | | | | vocabulary about a topic. | |
| Grammar and Punctuation | · Formation of nouns using prefixes: auto- anti- super-under-<br>· Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h")<br>· Word families for meaning, word class and spelling: solve, solution, solving, solved, solver, dissolved, soluble, insoluble<br>· Expressing time, place and cause using conjunctions: when, before, after, while, so, because<br>· Expressing time, place and cause using adverbs: then, next, soon | · Expressing time, place and cause, using prepositions: before, after, during, in, because of<br>· Verbs – Present perfect: "has/have" + past participle She has gone to the shops. instead of She went to the shops.<br>· Powerful verbs: Synonyms for verbs such as "said" or "go" to create more powerful verbs<br>· Prepositions: next to, by the side of, in front of, during, though, throughout, because of<br>· Identifying all the word classes of a simple sentence | · Exaggerated language: unbelievable, glorious, etc<br>· Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.<br>· Inverted commas: Including rules for speech between two characters.<br>· Word families based on common words: fear, feared, fearful, fears, fearfully<br>· Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly" | · To make the plural for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es"<br>· To make the plural for nouns with a single vowel, ending in "f" or "-fe", change the "f" or "-fe" to "-ves": wolf – wolves<br>· Compound sentences with co-ordinating conjunctions<br>· Complex sentences using subordinate conjunctions: until, although, even if<br>· Know that pronouns, nouns and proper nouns can all be the subject of a sentence | · Pronouns – To know the difference between the subject and object with the personal pronoun<br>· Quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several<br>· The difference between a phrase and a clause<br>· Pattern of three for persuasion: Fun. Exciting. Adventurous! | · Pronouns – Possessive adjectives my, your, his, hers, its, ours, theirs<br>· Verbs – Use irregular simple past-nse verbs: awake – awoke blow – blew<br>· Verbs –Past perfect: "had" + past participle<br>· Homophones and their meanings: bear – bare pear – pair |
| **Spellings** | - Words with the long /ai/ sound spelt with ei<br>- Words with the long /ai/ sound spelt with ey<br>- Words with the long /ai/ sound spelt with ai<br>- Words with /ur/ sound spelt with ear<br>- Homophones and near homophones<br>- | - Creating adverbs using the suffix –ly (no change to root word)<br>- Creating adverbs using the suffix –ly (root word ends in 'y' with more than one syllable)<br>- Creating adverbs using the suffix –ly (root word ends in 'le')<br>- Creating adverbs using the suffix –ly (root word ends in 'ic' or 'al'<br>- Creating adverbs using the suffix –ly | - Words with short /i/ sound spelt with 'y'<br>- Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable- Do not double the final consonant)<br>- Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more | - Homophones and near homophones<br>- Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or back)<br>- Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'<br>- Words with a /sh/ sound spelt with 'ch' | - Words ending in –ary<br>- Words with a short /u/ sound spelt with 'o'<br>- Words with a short /u/ sound spelt with 'ou'<br>- Word families based on common words, showing how words are related in form and meaning<br>- | - Words ending in the suffix –al<br>- Words ending with an /zhuh/ sound spelt with 'sure' (treasure)<br>- Words ending with a /chuh/ sound spelt with 'ture' (creature)<br>- Words ending with a /cher/ sound spelt as 'ture'(mixture)<br>- Silent letters revision (island) |

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| | | (exceptions to the rules)<br>- Statutory spelling challenge words | than one syllable (stressed last syllable- double the final consonant)<br>- Creating negative meanings using prefix mis-<br>- Creating negative meanings<br>- Using prefix dis-<br>- Words with a /k/ sound spelt with 'ch' | - Statutory spellings challenge words | | - Silent letters revision (build) |

| Year 4 | Autumn 1<br>Cycle A | Autumn 2<br>Cycle B | Spring 1<br>Cycle A | Spring 2<br>Cycle B | Summer 1<br>Cycle A | Summer 2<br>Cycle B |
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| English Reading | **Fiction**: Captain Underpants<br>**Non-fiction**: The Trapper<br>**Poetry**: Rain Rain | **Fiction**: Wave Me Goodbye<br>**Non-fiction**: The Great Plague<br>**Poetry**: The Evacuee | **Fiction**: Journey to Jo'burg<br>**Non-fiction**: Rosa Parks Biography myON | **Fiction**: Dancing Bear<br>**Non-fiction**: The Atlantis Hotel | **Fiction**: The Waterhorse<br>**Non-fiction**: What a Waste<br>**Poetry**: Too Messy for Nessie | **Fiction**: The Midnight Fox<br>**Non-fiction**: Hunt Ban Fact Files<br>**Poetry**: The Fox |

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| English Writing | **Fiction:**<br>**Genre:** Fantasy<br>**Purpose:**To entertain and fuel the imagination.<br>**Outcome:**Write imaginative fantasy stories using magical settings, adventurous plots, and descriptive language to entertain the reader.<br>**Non-fiction**:<br>**Genre:** Newspaper<br>**Purpose:** To inform readers what is happening in the world around them.<br>**Outcome:** write using the 5 W's, past tense and direct speech/quotes.<br><br>**Poetry**:<br>**Genre:** Shape poem<br>**Purpose:** To entertain and create vivid images through creative language and shape.<br>**Outcome:**Write shape poems using descriptive language and visual presentation to engage the reader. | **Fiction:**<br>**Genre:** Historical Fiction<br>**Purpose:**To entertain and sometimes inform.<br>**Outcome:**<br>**Non-fiction**:<br>**Genre:** Information text-report<br>**Purpose:**To provide the reader with information on a chosen topic by providing them with facts.<br>**Outcome:**Write newspaper reports that inform readers about events using facts, clear structure, and formal language.<br>**Poetry**:<br>**Genre:** Poems on a theme<br>**Purpose:** To express ideas, feelings, and experiences creatively.<br>**Outcome:**Write poems on a theme using imaginative language and poetic features to engage the reader. | **Fiction:**<br>**Genre:** Stories from other cultures/Historical Fiction<br>**Purpose:**Comparison to what they know<br>**Outcome:**Write stories inspired by other cultures or historical periods to compare experiences, traditions, and ways of life.<br>**Non-fiction**:<br>**Genre:** Recount – biography<br>**Purpose:**To share the life of another person with an audience.<br>**Outcome:**Write biographies to share the life and achievements of another person with an audience. | **Fiction:**<br>**Genre:** General Fiction<br>**Purpose:**To entertain the reader through imaginative storytelling<br>**Outcome:**Write fictional stories using characters, settings, and plot to entertain the reader.<br>**Non-fiction**:<br>**Genre:** Persuasive text<br>**Purpose:**To convince the opposition that you are right.<br>**Outcome:**Write persuasive texts using clear arguments and evidence to convince the reader. | **Fiction:**<br>**Genre:** Fantasy<br>**Purpose:**To entertain and fuel the imagination.<br>**Outcome:**Write fantasy stories using imaginative ideas, magical elements, and adventurous plots to entertain the reader.<br>**Non-fiction**:<br>**Genre:** Explanation text<br>**Purpose:**an explanation text tells the audience how something works or why something happens.<br>**Outcome:**Write explanation texts to describe how something works or why something happens.<br>**Poetry**:<br>**Genre:** Folk Tales<br>**Purpose:**To entertain while sharing cultural traditions and morals.<br>**Outcome:**Write folk tales using traditional story elements to entertain and teach a lesson using direct speech. | **Fiction:**<br>**Genre:** Mystery<br>**Purpose:**To intrigue and entertain.<br>**Outcome:**Write mystery stories using suspense, clues, and plot twists to intrigue and entertain the reader.<br>**Non-fiction**: **Genre:** Debate/argument<br>**Purpose:**To convince the opposition that you are right.<br>**Outcome:** Write debate and argument texts using clear points and evidence to persuade the audience.<br>**Poetry**:<br>**Genre:** Poems on a Theme<br>**Purpose:** To express ideas and feelings creatively around a shared theme.<br>**Outcome:** Write themed poems using poetic devices and descriptive language to engage the reader. |
| Grammar and Punctuation | · Possessive apostrophes for regular singular and plural nouns<br>· Informal and formal language<br>· Expanded noun phrases: Changing The teacher to | · Using either a pronoun or the noun in sentences for cohesion and to avoid repetition<br>· Possessive pronouns: yours, mine, theirs ours, hers, his, its | · Prepositions: at, underneath, since, towards, beneath, beyond<br>· Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" | · Compound nouns using hyphens<br>· Starting a sentence with "-ing", using a comma to demarcate the subordinate clause: Flying through the | · Compound sentences using all the co-ordinating conjunctions<br>· Repetition to persuade: Fun for now, fun for life<br>· Drop-in clause with an "-ing" verb: Tom, smiling | · A sentence that gives three actions: Tom slammed the door, threw his books on the floor and slumped to the ground. |

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| | The strict English teacher with the grey beard<br>· Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"<br>· Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es" | · Specific determiners: their, whose, this, that, these, those, which<br>· Verbs – Past perfect continuous: "had" + past participle + "-ing"<br>· Powerful verbs Find synonyms of words to up-level sentences and give a greater effect | · Verbs ending in "y": change the "y" to an "i" and add "-es" carry – carries<br>· Know the difference between a preposition and an adverb<br>· Verbs – Modal verbs: could, should, would | air, Harry crashed into a hidden tree.<br>· Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est"<br>· Capital letters for proper nouns: names, places, days of the week, months, titles and languages | secretly, hid the magic potion book. Place a comma on either side of the subordinate clause.<br>· Using inverted commas where the speech is preceded by the speaker: Mary yelled, "Sit down!" | · Prefixes to give the antonym: "im-", "in-", "ir-", "il-"<br>· Adjectives ending in "-ed": frightened, scared, etc. |
| Spellings | - Words with /aw/ spelt with augh and au<br>- Adding the prefix in- (meaning 'not' or 'into')<br>- Adding the prefix im- (before a root word starting with 'm' or 'p')<br>- Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')<br>- Homophones and near homophones<br>- Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') | - Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')<br>- Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')<br>- Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' or has no definite root)<br>- Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')<br>- Words with 'ough' to make a long /o/, /oo/ or /or/ sound | - Homophones and near homophones<br>- Nouns ending in the suffix –ation<br>- Nouns ending in the suffix –ation<br>- Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')<br>- Plural possessive apostrophes with plural words<br>- | - Words with the /s/ sound spelt with 'sc'<br>- Words with a 'soft c' spelt with 'ce'<br>- Words with a 'soft c' spelt with 'ci'<br>- Word families based on common words, showing how words are related in form and meaning<br>- Statutory spellings challenge words | - Adding the prefix inter- (meaning 'between' or 'among')<br>- Adding the prefix anti- (meaning against)<br>- Adding the prefix auto- (meaning 'self' or 'own')<br>- Adding the prefix ex- (meaning 'out')<br>- Adding the prefix non- (meaning 'not')<br>- Words ending in –ar/-er | - Adding the suffix –ous (no change to root word)<br>- Addin the suffix –ous (no definitive root word)<br>- Adding the suffix –ous (words ending in 'y' become 'l' and words ending in 'our' become 'or')<br>- Adding the suffix –ous (words ending in 'e' drop the 'e' but not 'ge')<br>- Adverbials of frequency and possibility<br>- Adverbials of manner |

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| | - | Statutory spellings challenge words |

| Year 5 | Autumn 1 Cycle A | Autumn 2 Cycle B | Spring 1 Cycle A | Spring 2 Cycle B | Summer 1 Cycle A | Summer 2 Cycle B |
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| English Reading | **Fiction:** Outlaw<br>**Non-fiction**: Earth Shattering Events<br>**Poetry**: The Cave of Curiosity | **Fiction:**Street Child<br>**Non-fiction**: Lo ng Walk to Freedom<br>**Poetry**: The Highway Man | **Fiction:** The Boy in The Tower<br>**Non-fiction**: Votes for Women | **Fiction:** Beowulf<br>**Non-fiction**: Greta's Story | **Fiction:** Kensuke's Kingdom<br>**Non-fiction**: Rainforest Rough Guide<br>**Poetry**: The Tyger | **Fiction:** Shakespeare Retold<br>**Non-fiction**: Work It Girl – Mae Jemison<br>**Poetry**: 1066 and Before That – Poems from History |

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| English Writing | **Fiction:**<br>**Genre:** Historical fiction<br>**Purpose:**To entertain and sometimes inform.<br>**Outcome:**Write historical fiction using setting details, historical vocabulary, and developed characters to entertain and inform the reader.<br>**Non-fiction**:<br>**Genre:** Newspaper<br>**Purpose:**To inform readers what is happening in the world around them.<br>**Outcome:**Write newspaper reports using a clear structure, formal language, and factual detail to inform the reader about events.<br><br>**Poetry**:<br>**Genre:** Poems with a structure<br>Purpose: To organise ideas.<br>Outcome: can write a poem following a key structure with advanced vocabulary. | **Fiction:**<br>**Genre:** Stories with historical settings<br>**Purpose:**To entertain while exploring historical periods and experiences.<br>**Outcome:**Write stories with historical settings using detailed description, historical vocabulary, and developed characters to engage the reader.<br>**Non-fiction**:<br>**Genre:** Persuasion/letters<br>**Purpose:** To persuade or influence the reader through clear viewpoints.<br>**Outcome:** Write persuasive letters using clear arguments, formal language, and supporting evidence to influence the reader.<br>**Poetry**:<br>**Genre:** Classic narrative poetry<br>**Purpose: To entertain through a story.**<br>Outcome: Can write a compelling story using rhythm and rhyme. | **Fiction:**<br>**Genre:** Adventure<br>**Purpose:**To entertain through quests, journeys and the unknown.<br>**Outcome:**Write engaging adventure stories with clear plots, detailed description, and varied sentences to entertain the reader.<br>**Non-fiction**:<br>**Genre:** Balanced Argument<br>**Purpose:**To discuss both sides of an issue using clear arguments, evidence, and formal language to persuade the audience.<br>**Outcome:**Write and present clear arguments, evidence, and formal language to persuade the audience. | **Fiction:**<br>**Genre:** Fantasy<br>**Purpose:** To entertain and fuel the imagination.<br>**Outcome:**Write fantasy stories using imaginative settings, characters, and descriptive language to entertain the reader<br>**Non-fiction**:<br>**Genre:** Recount-Diary Entry<br>**Purpose:** To inform readers about daily events, experiences, and personal thoughts or feelings.<br>**Outcome:** write diary entries to recount events and express personal thoughts and feelings. | **Fiction:**<br>**Genre:** Stories from other cultures/adventure stories<br>**Purpose:** To entertain and engage readers by exploring cultural experiences, challenges, and exciting adventures<br>**Outcome:** To use dialogue to develop characters and advance the plot in an engaging and realistic way.<br>**Non-fiction**:<br>**Genre:** Information texts- reports<br>**Purpose:** To inform readers by giving factual information about a topic.<br>**Outcome:** To write organised reports using facts, cohesion, appropriate formality, and modal verbs or adverbs to express viewpoints.<br>**Poetry**:<br>**Genre:** Poems with figurative language<br>**Purpose:** To entertain and express ideas, feelings, and imagination through figurative language.<br>Outcome: Can use advanced vocabulary to create imagery. | **Fiction:**<br>**Genre:** Our Literary Heritage/Play scripts<br>**Purpose:** To narrate and entertain through dialogue and performance.<br>**Outcome:** Write play scripts using dialogue, stage directions, and character development to show events and emotions.<br>**Non-fiction**:<br>**Genre:** Biography<br>**Purpose:** To inform and narrate the life of a real person.<br>**Outcome:** Write biographies using factual information, chronological events, and descriptive details about a person's life and achievements.<br><br>**Poetry**:<br>**Genre:** Free verse<br>**Purpose:**<br>**Outcome: Can use line breaks to write a poem.** |

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| Grammar and punctuation | · Suffixes<br>· Verb Prefixes<br>· Modal Verbs<br>· Adverbs<br>· Simple Sentences | · Brackets for parenthesis<br>· Dashes for parenthesis<br>· Commas for parenthesis<br>· Relative pronouns<br>· Relative clauses | · Developing Technical language<br>· Complex sentences<br>· Conjunctions<br>· Sentence opener 'ed' clause<br>· Fronted prepositional phrases | · Editing and improving sentences<br>· Drop-in 'ed' clauses<br>· Indefinite pronouns<br>· Adverbials<br>· Inverted commas | · Future tense verbs<br>· Onomatopoeia<br>· Colons<br>· Hyphens to avoid ambiguity | · Metaphors<br>· Rhetorical Questions<br>· Personification<br>· Compound Sentences |
| **Spellings** | - Words endings that sound like /shuhs/ spelt with –cious<br>- Words with endings that sound like /shuhs/ spelt with –tious or –ious<br>- Words with the short vowel sound /i/ spelt with y<br>- Words with the long vowel /i/ spelt with y<br>- Homophones and near homophones | - Words with 'silent' letters<br>- Modal verbs<br>- Words ending in -'ment'<br>- Adverbs of possibility and frequency<br>- Statutory spelling challenge words | - Creating nouns using –ity suffix<br>- Creating nouns using –ness suffix<br>- Creating nouns using –ship suffix<br>- Homophones and near homophones | - Words with an /or/ sound spelt 'or'<br>- Words with /or/ sound spelt 'au'<br>- Convert nouns or adjectives into verbs using the suffix –ate<br>- Convert nouns or adjectives into verbs using the suffix –ise and -ify<br>- Convert nouns or adjectives into verbs –en | - Words containing the letter string 'ough'<br>- Adverbials of time<br>- Adverbials of place<br>- Words with an /ear/ sound spelt 'ere<br>- Statutory spelling challenge words | - Unstressed vowels in polysyllabic words<br>- Adding verb prefixes de- and re-<br>- Adding verb prefix over-<br>- Convert nouns or verbs into adjectives using suffix –ful<br>- Convert nouns or verbs into adjectives using the suffix –ive<br>- Convert nouns or verbs into adjectives using the suffix -al |

| Year 6 | Autumn 1<br>Cycle A | Autumn 2<br>Cycle B | Spring 1<br>Cycle A | Spring 2<br>Cycle B | Summer 1<br>Cycle A | Summer 2<br>Cycle B |
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| English Reading | **Fiction:** Skellig<br>**Non Fiction**: Heroes- Incredible True Stories of Courageous Animals<br>**Poetry**: Revolting Rhymes (Roald Dahl) | **Fiction:** Carrie's War<br>**Non Fiction**: Growing up in London 1939-1945<br>**Poetry**: Flanders Fields | **Fiction:** Holes<br>**Non Fiction**: Questions about animals and plants (myON)<br>**Poetry**: The Raven (read only) | **Fiction:** Tom's Midnight Garden<br>**Non Fiction**: Body Science<br>**Poetry**: Nettles and Grannie (read only) | **Fiction:** The Hobbit<br>**Non Fiction**: Ancient Mayan Civilisation<br>**Poetry:** This is the Place – Choose Love | **Fiction:** The Hunger Games (Modern Fiction Detective/Crime Fiction)<br>**Non Fiction**: Inspirational Women<br>**Poetry**: The Greatest Showman- This is me |
| English Writing | **Fiction**<br>**Genre:** Fantasy- short stories with flashbacks<br>**Purpose: To entertain and fuel imagination.** | **Fiction**<br>**Genre:** Historical fiction<br>**Purpose: To entertain and sometimes inform.** | **Fiction**<br>**Genre:** Adventure<br>**Purpose: To entertain through quests, journeys and the unknown.** | **Fiction**<br>**Genre:** Fiction from our literary heritage- Fantasy/adventure<br>**Purpose:**<br>**Outcome:** | **Fiction**<br>**Genre:** Legends<br>**Purpose:**<br>**Outcome:**<br><br>**Non-Fiction** | **Fiction**<br>**Genre:** Science fiction<br>**Purpose:**<br>**Outcome:**<br><br>**Non-Fiction** |

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| | Outcome: To develop, tone, mood and style and use advanced vocabulary to create an imaginative story.<br>**Non-Fiction**<br>Newspaper<br>Purpose: To inform readers what is happening in the world around them.<br>Outcome: Can write a detailed report using structured responses, speech and advanced cohesion.<br>**Poetry:**<br>**Genre:** Poems on a theme<br>**Purpose:**<br>**Outcome:** | Outcome: Can develop tone, mood and style and build layers of meaning.<br><br>**Non-Fiction**<br>Diary Entry<br>**Purpose: A form of recount.**<br>Outcome: Can write a detailed diary using their own point of view using past tense (occasionally weaving in present tense) and adopt a personal/informal tone.<br>**Poetry:**<br>**Genre:** Poems with imagery<br>**Purpose:**<br>**Outcome:** | Outcome: To create a sophisticated structure, build on characters and use advanced vocabulary and punctuation.<br>**Non-Fiction**<br>**Genre:** Discussion and debate<br>Purpose: To convince the opposition that you are right.<br>Outcome: Can write a formal discussion with strong, reasoned viewpoints managing the tone and audience consistently. | **Non-Fiction**<br>**Genre:** Explanation text<br>**Purpose:**<br>**Outcome:** | **Genre:** Information texts<br>**Purpose:**<br>**Outcome:**<br><br>**Poetry**<br>**Genre:** Poems with a structure<br>**Purpose:**<br>**Outcome:** | **Genre:** Biographies<br>**Purpose:**<br>**Outcome:**<br><br>**Poetry**<br>**Genre:** Song lyrics<br>**Purpose:**<br>**Outcome:** |
| Grammar and Punctuation | · Informal and formal speech<br>· Abstract Nouns<br>· Synonyms<br>· Antonyms<br>· Collective nouns<br>· Passive and active<br>· Imperative Verb | · Inverted Commas<br>· Repetition for effect<br>· Conjunctions<br>· Cohesive Devices<br>· Colons<br>· Semi Colons | · Dashes<br>· Colon and bullet points for a list<br>· Hyphens<br>· Subject and object<br>· Subjunctive form<br>· Ellipsis | · Semi Colons<br>· Alliteration<br>· Similes<br>· Metaphors<br>· Personification<br>· Fronted Adverbials | · Simple sentences<br>· Compound Sentences<br>· Complex Sentences<br>· Combining complex and compound clauses<br>· Rhetorical Questions<br>· Expanded Noun Phrase | · Modal Verbs<br>· Auxiliary Verbs<br>· Tense (Past, Present and Future)<br>· Pronouns: relative and possessive<br>· Relative Clauses<br>· Determiners |
| Spellings | - Ambitious synonyms: Adjectives<br>- Homophones and near homophones<br>- Adjectives ending in –ant into nouns ending in –ance/ancy | - Words ending in –able<br>- Words ending in –able<br>- Words ending in –ably | - Adding suffixes beginning with vowel letters to words ending in –fer<br>- Words with a long /e/ sound spelt ‘ie’ or | - Words with endings which sound like /shuhl/ after a vowel letter<br>- Words with endings which sound like | - Word families based on common words, showing how words are related in form and meaning<br>- Words that can be nouns and verbs | - Synonyms and antonyms |

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| | - Adjectives ending in –ent into nouns ending in -ence/-ency<br>- Hyphens: To join a prefix ending in a vowel to root word<br>- Hyphens: To join compound adjectives to avoid ambiguity | - Word families based on common words, showing how words are related in form and meaning<br>- Creating diminutives using prefix micro- or mini- | 'ei' after c (and exceptions)<br>- Word families based on common words, showing how words are related in form and meaning<br>- Statutory spelling words | /shuhl/ after a consonant letter<br>- Words with a 'soft c' spelt /ce/<br>- Word families based on common words, showing how words are related in form and meaning<br>- Statutory spelling challenge words | - Words with a long /o/ sound spelt 'ou' or 'ow'<br>- Words ending in –ible<br>- Words ending in –ibly<br>- | |