

English Curriculum Overview

The writing outcomes are linked to the Core Text in each half term and will be the final written piece in the writing phase following our school writing approach (read, gather, write). There will be additional incidental writing opportunities during the 'gather phase'. These will incorporate a range of text types and genres. For example, narrative writing, poetry, arguments and discussions, biographies and autobiographies, diaries and journals, instructions and recipes, information texts, newspapers, recounts, persuasive writing, non-chronological reports, traditional tales, myths and legends, letters and playscripts.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Peace at Last- Jill Murphy	Someone Just Like You- Helen Docherty	A Walk in the Woods by Flora Martyn	Something Else- Kathryn Cave	The Whale Who Wanted More- Rachel Bright	Romeosaurus and Juliet Rex by Mo O'Hara
Writing outcome	Oral Retelling	Label a picture and write a simple caption	Recount/retell	Narrative story retelling	Write a friendship story	Retell/ rewrite of the story
Theme	Families, nocturnal animals, day and night, homes	Families, feelings, differences, similarities, acceptance and hobbies	Weather, seasons, nature, changes, animals	Refugees, making friends, respect, belonging, differences	Ocean, friendship, wellbeing, sea creatures	Families, difference, dinosaurs, friendship, Shakespeare
Communication and Language Reception	Engage in story times Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in story times Engage in non-fiction books.	Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
Reading Reception	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school's phonic programme	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme
Writing Reception	Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly	Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense	Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense	Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense	Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Outcome Reception	To orally retell the story To draw images and write labels to represent the story	To label a picture and to write a simple caption	To retell the story	To orally retell the story and retell a shortened version.	To rewrite the story	To rewrite the story

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Meesha Makes Friends- Tom Percival	Nibbles: The Book Eating Monster- Emma Yarlett	The Lion Inside- Rachel Bright	Beegu- Alexis Deacon	Toys in Space- Mini Gray	A Midsummer Night's Dream Adapted by Brooke Jorden
Writing outcome	Recount: Write a diary in the first person	Recount: Write a diary entry	Write a story	Write own version of the story	Write a story	Write a character description
Curriculum Links	PSHE- Friendship/acceptance	History- grandparents/ stories over time	Geography- hot areas, equator	SMSC- Refugees	Science- everyday materials History- significant others/ space travel	Speaking and Listening Focus- Shakespeare
Word		Use plural noun suffixes -s and -es	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	Add suffixes where no change is needed to the root of the word e.g. - ed, -ing, -er, -est	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, - er, -est Change the meaning of verbs/adjectives by adding prefix un-	
Sentence	Combine words to make sentences	Join words using <i>and</i>	Join words and clauses using <i>and</i>	Join words and clauses using <i>and</i>	Join words and clauses using <i>and</i>	Join words and clauses using <i>and</i>
Text		Sequence sentences (link ideas or events by pronoun)				Sequence sentences to form short narratives (link ideas or events by pronouns)
Punctuation	Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation marks
Grammar	Capital and lower case letters Verbs Suffixes-ing Finger spaces Simple Sentences	Personal Pronouns-I Noun Suffixes-s Prefixes- un Capital letters and full stops Simple Sentences	Singular nouns Past and present verbs Suffixes – ed Capital letters for days of the week Simple Sentences	Plural nouns Noun suffixes-es Compound words Question marks Sequencing sentences	Punctuating sentences Noun suffixes-es Exclamation marks Capital letters for names of people and places. Writing question sentences	Joining words and clauses using and Suffixes-er Punctuating sentences Writing exclamation sentences

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Look Up! – Nathan Bryon	The Great Fire of London- Emma Adams	Grandad's Camper- Harry Woodgate	My Name is Not Refugee- Kate Milner	Tidy- Emily Gravett	Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens
Writing outcome	Recount: Write a Diary Entry	Non-Fiction: Write a fact sheet	Fiction: Write a story using own ideas for character and locations	Recount: write a recount of events from a character's point of view	Persuasion- write a letter in role	Fiction: retell an abridged and adapted version
Curriculum links	Celebrating Black Lives	History- significant events beyond living memory	PSHE- family diversity/ LGBTQ	SMSC- Refugees	Geography/Science/Eco - Protecting the environment	Speaking and Listening focus- Shakespeare
Word		Add -ly to turn adjectives into adverbs			Add -er and -est to adjectives Use homophones and near homophones	Add suffixes to spell longer words (e.g -ment, -ful)
Sentence	Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Use co-ordination (but, or)	Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>)	Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Use subordination (<i>if</i> , <i>that</i>)	Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
Text			Use present and past tenses correctly and consistently (some progressive)	Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense		Use present and past tenses correctly and consistently including the progressive form
Punctuation	Use punctuation correctly - full stops, capital letters	Use commas to separate items in a list	Use punctuation correctly - exclamation marks, question marks	Use punctuation correctly – introduce apostrophe for the possessive (singular)	Use punctuation correctly – apostrophes for contracted forms	
Grammar	Nouns Vowels and consonants Demarcating sentences Forming nouns using 'ness' Punctuating sentences	Adjectives Compound words Adjectives with 'er' and 'est' Subordination Statements and exclamations	Noun phrases Homophones Forming adjective using 'ful' and 'less' Questions and commands	Verbs Singular and plural Commas in lists Adverbs with 'ly' Changing adjectives into adverbs	Adverbs Word classes Coordination Apostrophes for possession Past and present tense	Recapping pronouns Forming nouns using 'er' Progressive tense Apostrophes for contractions

Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Coming to England- Floella Benjamin	Nen and the Lonely Fisherman- Ian Eagleton	Stone Age Boy- Satoshi Kitamura	The Silence Seeker- Ben Morley	Amazing Rivers- Julie Vosburgh Agnone	A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)
Writing outcome	Recount: Write a letter in role recounting events of the story	Fiction: write a fantasy story based on a classic tale.	Fiction: Write a story set in the Stone Age	Fiction: rewrite the story in third person with dialogue	Persuasion: information board to persuade people	Non-fiction- Write a guide
Curriculum Links	Celebrating Black Lives	PSHE- family Diversity/LGBTQ	Science- rocks History- Stone Age to Iron Age	SMSC- Refugees	Geography/ Science/ Eco- Protecting the environment	Speaking and Listening- Shakespeare
Word		Use a or an according to whether the next word begins with a vowel or consonant	Form nouns with a range of prefixes	Form nouns with a range of prefixes	Use a or an according to whether the next word begins with a vowel or consonant	
Sentence	Use prepositions to express time, place and cause.	Use conjunctions and adverbs to express, time, place and cause			Use prepositions, conjunctions and adverbs to express time, place and cause	Build an increasing range of sentence structures
Text	Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	In narratives, create characters, settings and plot	Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
Punctuation	Introduce inverted commas to punctuate direct speech	Use inverted commas to punctuate direct speech	Use inverted commas to punctuate direct speech	Use inverted commas to punctuate direct speech		
Grammar	Nouns and pronouns for clarity Consonants and vowels Suffixes-ly Past tense Subordinate clauses	Adjectives A or an? Prefixes - super, ante and auto Present tense Apostrophes	Verbs Compound nouns Prefixes-dis, mis and un Subordinating conjunctions Inverted commas	Adverbs for time, place and cause Prefixes-in Suffixes -ation Coordinating conjunctions Organisational devices	Prepositions Prefixes-re, sub and inter Suffixes beginning with vowels Time conjunctions Paragraphs	Homophones Suffixes-ous Word families Place and cause conjunctions

Year four	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Counting on Katherine- Helaine Becker	Leon and the Place Between- Graham Baker-Smith	Our Tower- Joseph Coelho	Wisp: A Story of Hope- Zana Fraillon Home- Carson Ellis Dreams of Freedom- Amnesty International	Alba The Hundred Year Old Fish- Lara Hawthorne A Planet Full of Plastic- Neal Layton	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)
Writing outcome	Non-fiction- Write a Fact file	Recount: Write a diary	Recount: Write the adventure as a journal	Fiction: Write a narrative from the character's point of view	Non-fiction: Write an information board	Fiction: Write a playscript for a part of the story
Curriculum Links	Celebrating Black Lives	Science- Sound (fairgrounds)	Fantasy story, British values, representation (living in urban areas)	SMSC- refugees	Geography/Science/Eco- Protecting the environment	Speaking and Listening- Shakespeare
Word		Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Use Standard English forms for verb inflections		Recognise the grammatical difference between plural and possessive 's'	
Sentence	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although		Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases		Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
Text	Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Build a varied and rich vocabulary	Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Build a varied and rich vocabulary Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	Build a varied and rich vocabulary Organise paragraphs around a theme Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
Punctuation	Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Indicate possession by using the possessive apostrophe with plural nouns	Use and punctuate direct speech (using dialogue to show the relationship between characters)	Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Indicate possession by using the possessive apostrophe with plural nouns.	
Grammar	Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs to express time and cause	Possessive pronouns Fronted adverbials Prepositions to express time and cause Plural and possessive –s Commas	Adjectives Homophones Commas after fronted adverbials Expanded noun phrases	Determiners Word families Prepositional phrases Verb Tenses-Present Inverted commas	Verb inflections Conjunctions to express time and cause Suffixes Possessive apostrophes Paragraphs	Verb tenses- past Prefixes Plural possessive apostrophes Subordinate Clauses Organisational devices

Year Five	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Young Gifted and Black- Jamia Wilson Race to the Frozen North: The Matthew Henson Story- Catherine Johnson	Beowulf- Michael Morpurgo	Kai and the Monkey King- Joe Todd-Stanton	Malala's Magic Pencil- Malala Yousafzai For the Right to Learn- Rebecca Langston-George	The Brilliant Deep- Kate Messner Coral Reefs- Jason Chin	Bold and Brave Women from Shakespeare- Shakespeare Birthplace Trust A Stage Full of Shakespeare Stories by Angela McAllister
Writing outcome	Recount: Series of diary Entries	Fiction: Write a Further Adventure	Fiction: Write a Myth	Recount: Write an autobiography	Persuasion/Information: Write and information leaflet	Recount: Write and perform a soliloquy
Curriculum Links	Celebrating Black Lives	History- Viking and Anglo- Saxon struggle	History- Earliest civilisation (Shang Dynasty	SMSC- Refugees	Geography/Science/Eco Protecting the environment	Speaking and Listening focus- Shakespeare
Sentence		Use expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Extend the range of sentences with more than one clause by using a wider range of conjunctions	Use modal verbs to indicate degrees of possibility	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
Text	<i>Identify the audience for and purpose of writing Organise paragraphs around a theme with a focus on more complex narrative structures</i>	<i>Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action</i>	Link ideas across paragraphs using adverbials	Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	Use devices to build cohesion within a paragraph <i>Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary</i>	Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
Punctuation	Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	Use of inverted commas and other punctuation to punctuate direct speech (Y4)	Use commas to clarify meaning or avoid ambiguity in writing	Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Use brackets, dashes or commas to indicate parenthesis	
Grammar	Proper nouns Adverbs of possibility Converting nouns and adjectives into verbs- suffixes –ate, -ise, -ify Tenses: past and present progressive and past perfect Possessive plural apostrophes Expanded noun phrases	Adverbs Degrees of possibility- modal verbs Verb prefixes dis- de- mis- over- and re- Verb inflections and standard English Using inverted commas	Prepositions Prefixes Coordinating conjunctions Using inverted commas Parenthesis- brackets Commas for meaning and clarity	Determiners Suffixes Subordinating conjunctions Linking paragraphs with adverbials Direct and indirect (reported) speech	Pronouns and possessive pronouns Word families Subordinated clauses Writing cohesive paragraphs Parenthesis- commas Homophones	Adverbials/fronted adverbials Dictionary work Relative clauses Parenthesis- dashes

Year Six	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	King Kong- Anthony Brown	The Place for Me: Stories About the Windrush Generation- Black Lives Archives	Shackleton's Journey- William Grill	The Day the War Came- Nicola Davies Leaf- Sandra Dieckmann	Plastic Planet- Georgia Amson-Bradshaw Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet- Valentina Camerini	Poetry for Kids William Shakespeare- Marguerite Tassi A Stage Full of Shakespeare Stories by Angela McAllister
Writing outcome	Fiction: Write an action packed ending	Non-fiction- Write a hybrid leaflet	Recount: Write a journal entry from the expedition	Persuasion: Write a letter to raise awareness	Persuasion: Write a persuasive speech	Narratives
Curriculum Links	Geography- N. America Science- Evolution and inheritance	Celebrating Black Lives	Geography- Locational knowledge of Southern Hemisphere and Antarctic circle features	SMSC- Refugees	Geography/Science/ ECO Protecting the Environment	Speaking and Listening focus- Shakespeare
Sentence	Use expanded noun phrases to convey complicated information concisely Use passive verbs	Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Use passive verbs	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Text	Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	<i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	Use a wider range of devices to build cohesion	<i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i>
Punctuation	Punctuate bullet points consistently	Use brackets, dashes or commas to indicate parenthesis (Y5)	Use semi-colons to mark boundaries between independent clauses	Use colons or dashes to mark boundaries between independent clauses	Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Use semi-colons, colons or dashes to mark boundaries between independent clauses
Grammar	Noun phrases Model verbs and subjunctive mood Suffixes- nouns and adjectives to verbs Relative clauses Commas	Pronouns and possessive pronouns Adverbs to show frequency Prefixes Colons in lists Subordinating conjunctions and clauses	Synonyms and antonyms Adverbs to show possibility Root words Hyphens Coordinating conjunctions	Subject and object Ambiguity Hyphenated compound words Bullet points Perfect form of verbs to mark relationships of time and cause	Direct and reported speech Active and passive Semi-colons and dashes to mark clauses Formal and informal speech and vocabulary Layout devices	Verb tenses Parenthesis- brackets, commas and dashes Formal and informal writing Cohesion across paragraphs