



## English Curriculum Overview

Year Group	Autumn	Spring	Summer
EYFS Fiction	Brown Bear Brown Bear People Who Help Us: Dentist There's a Hole in my tooth Florence Nightingale Room on the Broom Whatever Next Funny Bones Aliens Love Underpants Nativity	Monkey Puzzle Up in the Tree A First Book of Nature What the Ladybird Heard Plants For Dinner Jasper's Beanstalk The Enormous Turnip	Goldilocks and The Three Bears Little Red Riding Hood The Gingerbread Man The Three Little Pigs The Tiger Who Came To Tea Handa's Surprise The Polar Bear's Home
EYFS Non Fiction	Space	Chicks	Water The Queen
EYFS Poetry	Space poems	Minibeast poems	
Wider Curriculum Links	History: People who help us: Nurses past and present, Changes in ourselves since we were babies and our families. Geography: Where do we live? Science: Seasons and the natural world, Electricity and Space	History: Using different sources to find out information. Geography: What can you see outside? Science: States of matter, Animals Science week activities	History: Looking at important narratives, figures and characters from the past. The Queen Geography: What similarities and differences can you talk about? Science: Plants

Year 1	Autumn	Spring	Summer
Fiction	We're Going on a Bear Hunt Black History/Stories from other cultures The Runaway Chapatti	Jack and the Beanstalk, Little Red Riding Hood, The Three Billy Goats Gruff	Dear Greenpeace Tyrannosaurus Drip
Non Fiction	Labels, Lists and Captions - Write labels and sentences in relation to a picture. Say out loud what they are going to write Read aloud their work clearly for peers or the teacher. Recounts - Write simple first-person recounts based on personal experience. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Compose sentences orally before writing	Reports - A simple nonchronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general Instructions - Following a practical experience, write up the instructions for a simple recipe	Reports - A simple nonchronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general Explanations - Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
Poetry	Structure - rhyming	Structure - rhyming couplets	Performing poetry
Vocabulary, Grammar and Punctuation	<p><b>Word</b> Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p><b>Sentence</b> How words can combine to make sentences Joining words and joining clauses using and <b>Text</b> Sequencing sentences to form short narratives</p> <p><b>Punctuation</b> Separation of words with spaces</p>		

	<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences  Capital letters for names and for the personal pronoun I  <b>Terminology for pupils</b>  letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>		
Wider Curriculum Links	<p>History: What was it like when our grandparents were children?  Geography: What is it like where we live? Science: Animals including Humans, Seasonal Changes, Everyday Materials</p>	<p>History: Who are our local heroes?  Geography: What will we see on our journey around the world?  Science: Animals including Humans, Seasonal Changes, Science week activities</p>	<p>History: Why do we remember the fifth of November?  Geography: Where do different animals live? Science: Plants, Seasonal Changes</p>

Year 2	Autumn	Spring	Summer
Year 2 Fiction	<p>Non-chronological reports</p> <p>Story from another culture/Black History – Gregory cool</p>	<p>The Twits</p> <p>Recounts – RAF</p>	<p>Diary of a killer cat</p> <p>On the way home</p>
Year 2 Non-Fiction	<p>Explanations – Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.</p> <p>Write down key ideas and/or key words, including new vocabulary in their writing. Planning or saying out loud what they are going to write about</p> <p>Recounts – Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person</p> <p>Write about real events – Writing narratives about personal experiences and those of others (real and fictional)</p>	<p>Reports – Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. Write down key ideas and/or key words, including new vocabulary in their writing. Planning or saying out loud what they are going to write about.</p>	<p>Instructions – Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’), including diagrams. Explanations – Produce a flowchart, ensuring content is clearly sequenced. Write for different purposes. Use time conjunctions to sequence ideas. Learn how to use subordination and co-ordination.</p>
Year 2 Poetry	<p>List poems</p> <p>Calligrams</p>	Vocabulary building	Poetry in a different style

<p>Year 2</p> <p>Vocabulary, Grammar and Punctuation</p>	<p><b>Word</b></p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p><b>Sentence</b></p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><b>Text</b></p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p> <p><b>Terminology for pupils</b></p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>		
<p>Year 2 Wider</p>	<p>History: How has food changed over time? Geography:</p>	<p>History: How did the first flight change the world?</p>	<p>History: Who were the greatest explorers?</p>

Curriculum Links	What are seasons?  Science: Living things and their habitats, Plants, Animal including humans	Geography: Where does our food come from? Science: Uses of everyday materials, Plants, Animals including humans - Life- cycles, Science week activities	Geography: What are the seven wonders of our world? Science: Plants, Living Things and their habitats (incl microhabitats)
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Year 3	Autumn	Spring	Summer
Year 3 Fiction	Black History - Amazing Grace Alternative versions of fairy tales Performance poetry	Biography - Roald Dahl George's Marvellous Medicine Fantastic Mr Fox Shakespeare week	Sheep Pig The Tunnel
Year 3 Non-Fiction	<p>Recounts - Write a news/ sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer. Organise paragraphs around a theme. Use simple organisational devices e.g heading and subheadings.</p> <p>Instructions - giving directions. Write and evaluate a range of instructions, including directions e.g. a treasure hunt.</p>	<p>Explanations - Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.</p> <p>Report - Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a mindmap to organise the information.</p>	<p>Persuasive writing- letters</p> <p>Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader</p>
Year 3 Poetry	Limericks	Haiku, tanka, kennings	Poetry in a different style
Year 3 Vocabulary, Grammar and Punctuation	<p><b>Word</b></p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>		

	<p><b>Sentence</b></p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p><b>Text</b></p> <p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p><b>Punctuation</b></p> <p>Introduction to inverted commas to punctuate direct speech</p> <p><b>Terminology for pupils</b></p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>		
<p>Year 3 Wider Curriculum Links</p>	<p>History: What was new about the Stone Age?</p> <p>Geography: Where on Earth are we?</p> <p>Science: Rocks, Forces</p>	<p>History: How unpleasant were the Bronze and Iron Ages?</p> <p>Geography: Is climate cool?</p> <p>Science: Plants, Science Week activities</p>	<p>History: How much did the Ancient Egyptians achieve?</p> <p>Geography: Do you like to be beside the seaside? Science: Animals including Humans, Light</p>



Year 4	Autumn	Spring	Summer
Year 4 Fiction	Myths – Roman myths The Spiderwick Chronicles	Shakespeare week Street Child	Charlotte’s web Voices in the park
Year 4 Non- Fiction	Reports - Write own report independently based on notes gathered from several sources	Persuasion - Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing	Discussion - Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter  Explanation - Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style
Year 4 Poetry	Take one poet/Black History– Benjamin Zephaniah	Narrative poetry	Riddles

<p>Year 4</p> <p>Vocabulary, Grammar and Punctuation</p>	<p><b>Word</b></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p><b>Sentence</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p><b>Text</b></p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><b>Punctuation</b></p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials</p> <p><b>Terminology for pupils</b></p> <p>determiner pronoun, possessive pronoun, adverbial</p>		
<p>Year 4 Wider Curriculum Links</p>	<p>History: What happened when the Romans came?</p> <p>Geography: Can you come on a great American road trip?</p> <p>Science: Animals including Humans, Electricity</p>	<p>History: What was important to our local Victorians?</p> <p>Geography: How does water go round and round? Science:, States of matter, Sound</p>	<p>History: Is it better to be a child now than in the past?</p> <p>Geography: Can the Earth shake, rattle and roll? Science: Living Things and Their Habitats, Inventors</p>

Year 5	Autumn	Spring	Summer
Year 5 Fiction	Legends - Beowulf Narrative poetry - Jabberwocky Stories from other cultures/Black History - Journey to Jo'burg	Modern fiction - There's A Boy In The Girl's Bathroom Shakespeare week	Shakespeare - different text each year Older Literature - The Jungle Book The Great Kapok Tree
Year 5 Non-Fiction	Recount Compose a biographical account based on research Explanation	Persuasion - debates Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes Instructions - detailed Detailed instructions with clear introduction and conclusion	Reports - information leaflet - flanimals Write a report, in the form of an information leaflet, in which two or more subjects are compared Discussion - balanced argument Write up a balanced discussion presenting two sides of an argument, following a debate Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Year 5 Poetry	Cinquain	Spoken word poetry/rap	Poetry in a different style

<p>Year 5</p> <p>Vocabulary, Grammar and Punctuation</p>	<p><b>Word</b></p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p><b>Sentence</b></p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p><b>Text</b></p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p><b>Punctuation</b></p> <p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><b>Terminology for pupils</b></p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>		
<p>Year 5 Wider Curriculum Links</p>	<p>History: What impact did the Anglo-Saxons have?</p> <p>Geography: How is our country changing?</p> <p>Science: Materials – Changing States, Forces</p>	<p>History: Would the Vikings do anything for money?</p> <p>Geography: Where should we go on holiday?</p> <p>Science: Living Things, Space, Science</p> <p>Week activities</p>	<p>History: Why should we remember the Maya?</p> <p>Geography: What is it like in the Amazon?</p> <p>Science: Animals including Humans, Healthy Living</p>

Year 6	Autumn	Spring	Summer
Year 6 Fiction	A Christmas Carol Black History - Martin Luther King	Harry Potter and The Philosophers stone Goodnight Mr Tom	Kensuke's Kingdom The Arrival
Year 6 Non-Fiction	<p>Explanation - Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.</p> <p>Recounts - Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <p>Reports - Write reports as part of a presentation on a nonfiction subject.</p>	<p>Persuasion - Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness.</p> <p>Discussion - A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.</p>	<p>Debating skills</p> <p>A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views.</p>
Year 6 Poetry	Narrative poetry	Monologues	The Tyger
Year 6 Vocabulary, Grammar	<p><b>Word</b></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p>		

<p>and Punctuation</p>	<p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p><b>Sentence</b></p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p><b>Text</b></p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <b>Punctuation</b></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p><b>Terminology for pupils</b></p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>		
<p>Year 6 Wider Curriculum Links</p>	<p>History: Why should we thank the Ancient Greeks?</p> <p>Geography: Where does all of our stuff come from? Science: Light, Living Things and their Habitats</p>	<p>History: How did World War Two impact our local area?</p> <p>Geography: Are we damaging our world?</p> <p>Science: Evolution and Inheritance, Adaptation</p>	<p>History: How has communication changed over time?</p> <p>Geography: How will our world look in the future? Science: Electricity, Animals including Humans</p>

