

English Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Chalk Supertato	Pumpkin Soup Beegu	A little Princess Lost and Found	The Tiger Who Came to Tea Where the Wild Things Are	Peter Rabbit	Dinosaurs love underpants Dear Dinosaur
Writing outcomes	To Entertain – retelling of the story To entertain – character description To entertain – book diary	To Guide – instructions how to make soup To entertain – retell the story of Beegu To Inform – letter from Beegu about what he saw on Earth	To entertain – character description / letter to the character To Entertain – retell the story	To entertain – retell the story To Inform – invitation to a tea party To Guide – instructions how to prepare a tea party and making cakes / biscuits	To Entertain – character descriptions To Entertain – retell part of a story To Guide – how to plant a vegetable	To Entertain – retell story, changing the type of dinosaur To Inform – A report about a dinosaur To Inform – letter writing based on the letters in Dear Dinosaur
Reading: Word reading:	<ul style="list-style-type: none"> Phonics: Phase 2, 3 and 4 revision. Read the days of the week Read phase 2, 3 and 4 TW Say the correct names of letters in the alphabet and know the alphabet. apply phonic knowledge and skills as the route to decode words Read polysyllabic words. Know other strategies other than phonics to decode unknown words. 	<ul style="list-style-type: none"> Phonics: Teach Phase 5 Read phase 5 tricky words Read words containing common suffixes and the prefix un- Read words with contractions [for example, I'm, I'll, we'll Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Phonics: Revise phase 5 alternative graphemes. Read all common exception words Develop fluency, pace and expression when reading aloud. 			
Composition and effect:	Saying out loud what they are going to write about Composing a sentence orally before writing it	Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher	Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.			

Editing and improving work:	Re-reading what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	Discuss what they have written with the teacher or other pupils
Grammar and punctuation:	Leave spaces between words Know what a sentence Identify nouns, verbs and adjectives CL and FS to mark sentences	CL for proper nouns and the pro-noun I Know what pronoun is Statements, questions and commands AND as a conjunction to join clauses.	Question marks and exclamation marks.
Spelling	<ul style="list-style-type: none"> • Phonics: Phase 2, 3 and 4 revision. • Spell the days of the week • Spell phase 2, 3 and 4 TW • Write the correct letter for the names of letters in the alphabet. • The sounds /f/, /l/,/s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • Division of words into syllables 	<ul style="list-style-type: none"> • Phonics: Teach Phase 5 • Spell phase 5 tricky words • Know what a root word is. • Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (singular and plural) • using the prefix un– 	<ul style="list-style-type: none"> • Phonics: Revise phase 5 alternative graphemes. • Spell common exception words • Adding er and eat to adjectives • Compound words • Teach other digraphs and trigraphs not in letters and sounds scheme - See appendix NC • -tch and v the end of a word.
Speaking and listening/ Drama:	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • select and use appropriate registers for effective communication. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s)