

English Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Devil & His Boy by Anthony Horowitz	Romeo and Juliet by William Shakespeare	Street Child by Berlie Doherty	Boy in striped pyjamas by John Boyne Rose Blanche by Christopher Gallaz	Various leaflets	The Present (visual stimulus) National geographic by various writers
Writing outcomes	To Entertain – Character description To Entertain- Setting description	To Entertain – Letter To guide – A guide to Juliet for the plan. To entertain – in role dilemma writing To Entertain – Diary entry	To inform – Newspaper article To entertain – writing in role diary entry	To Entertain – Letter writing To Entertain – Setting description To Entertain – suspense writing	To Inform- Non-chronological report on rollercoasters and forces To Guide – How to make the most out of a day at Drayton Manor	To entertain – Narrative story retelling To inform - reports in the style of David Attenborough on evolution
Reading: Word reading:	<ul style="list-style-type: none"> • Recognise noun, noun phrase, statement, question, exclamation, comment, compound, suffix and adjective. • When reading aloud, sound out unfamiliar words accurately without undue hesitation, and read with confidence and fluency. • Read words with common prefixes. • Read aloud as well as silently with accuracy, making the meaning clear to the audience. • Read all words containing spelling patterns identified in appendix 1 • Convert nouns or adjectives into verbs using suffixes such as –ate; –ise; –ify • Recognise and read verb prefixes such as dis–, de–, mis–, over– and re– 		<ul style="list-style-type: none"> • Know the difference between vocabulary used for formal and informal speech and writing. • Know how words are related by meaning as synonyms and antonyms. 		<ul style="list-style-type: none"> • Confidently and fluently read a wide range of fiction and non-fiction for a range of different purposes, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. • Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. 	

	<p>Domain focus: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h</p> <p>Skills focus: Fact retrieval Find and Copy (Word and Phrase) Multiple Choice True and False 3 mark questions (PEE)</p> <ul style="list-style-type: none"> •Listen to and discuss a wide range of texts understanding the main points with reference to the text. •Use dictionaries to check the meanings of words they have read. •Use skimming, scanning and text marking so that research is quick and effective. •Understand how paragraphs are linked together. •Identify the structural devices the author has used to organise the text. •Describe with examples how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes. •Recommend books that they have read to peers, giving reasons for their choices. •Identify and evaluate the technique the author has used to create moods, feelings, messages and attitudes. •Identify, explain, comment, compare and contrast on the implicit and explicit points of view. •Precising longer passages 	<p>Domain focus: 2a, 2b, 2c 2d, 2e, 2f, 2g, 2h</p> <ul style="list-style-type: none"> •Retrieve, record and present information from non-fiction texts. •Summarise content drawn from more than one paragraph. •Recognise texts that contain features from more than one genre. <p>Explain the structural choices the author has made in organising the text and how they have supported the writers theme and purpose. Identify the style of individual writers and poets.</p> <ul style="list-style-type: none"> •Learn a wide range of poetry by heart. •Identify and comment on expressive, figurative and descriptive language and language features of nonfiction texts. •Comment and compare the language choices the author has made to support the writers theme and purpose. •Comment and explain how writers present issues and points of view in fiction and non-fiction. <p>Identify irony and its purpose.</p> <ul style="list-style-type: none"> •Can make comparisons within and across different texts. 	<p>Domain Focus: 2a, 2b, 2c, 2d, 2e, 2f, 1g, 1h</p> <ul style="list-style-type: none"> •Retell a wide range of familiar texts orally. •Participate in discussions about books, building on their own and other’s ideas and challenging these courteously. •Explain their understanding of what they have read through formal presentation and debates, maintaining a focus on the topic using notes where necessary. •Explain own understanding of text read through formal presentation and debates, maintaining a focus on the topic using notes where necessary. •Describe with examples how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes. •Give a personal response to literature identifying how and why the text affects the reader. •Compare, contrast and explore styles of writers and poets providing evidence and explanations. •Identify and compare themes and conventions across a range of texts. •Read a range of books from our literary heritage and books from other cultures and traditions
<p>Composition and effect:</p>	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on wider reading and research where necessary • Identifying the audience for and the purpose of the writing, selecting the 	<ul style="list-style-type: none"> • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character & advance action • Writing for a range of purposes and audiences

	<p>appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> • Using a wide range of devices to build cohesion within and across paragraphs • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> • Using further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining] • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<p>demonstrates selection and use of appropriate forms and assured adaptation of typical features.</p> <ul style="list-style-type: none"> • In planning for narratives, characters and settings are adapted and developed from a wide range of sources.
Editing and improving work:	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> • The drafting process is used to make deliberate choices of grammar and vocabulary to change and enhance meaning for the intended effect. • Effectively organized paragraphs with some evidence of text shaping. • Wide range of cohesive devices. <p>Effectiveness of own and others' writing is evaluated and edited to make assured changes to vocab, grammar and punctuation to enhance effects and clarify meaning.</p>
Grammar and punctuation:	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task • Sentences containing more than one subordinate clause to elaborate and to specify relationships between ideas. 	<ul style="list-style-type: none"> • Precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations. • A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses. 	<ul style="list-style-type: none"> • Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed. • The full range of punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions.
Spelling	<p>Spelling – see English Appendix 1 Pg 56- 62 - spell some words with 'silent' letters [eg knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused</p> <ul style="list-style-type: none"> • - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt 	<p>Spelling – see English Appendix 1 Pg 56- 62 - spell some words with 'silent' letters [eg knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused</p> <ul style="list-style-type: none"> • - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt 	

	<p>specifically as listed in English Appendix 1 Spelling – see English Appendix 1 Pg 56- 62</p> <p>Use further prefixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words</p> <ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Write from memory complex sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>specifically as listed in English Appendix 1 Spelling – see English Appendix 1 Pg 56- 62</p> <p>Use further prefixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words</p> <ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Write from memory complex sentences, dictated by the teacher, that include words and punctuation taught so far. 	
<p>Speaking and listening/ Drama:</p>	<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)