

English Curriculum Overview

Texts	Chalk Kensuke's Kingdom by Michael Morpurgo	Where the Forest meets the sea by Jennie Baker	Secrets of the sun king by Emma Carroll	George's secret key to the Universe by Christophe Galfard	A cross on the door by Ann Turnbull	Butterfly Lion by Michael Morpurgo
Writing outcomes	To Entertain- Narrative To Entertain- Narrative	To Entertain- Narrative story Turning a picture book into a narrative To Inform- Beast creation Non-chronological report	To Entertain- Diary entry To Entertain- Narrative story	To Entertain – Letter To Inform- travel guide to outer space	To Entertain – writing in role To Guide - instructions during black death	To Entertain- Diary of an animal To Influence- letters to humans from animals about poaching
Reading: Word reading:	<ul style="list-style-type: none"> •Apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately. •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– •Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. 	<ul style="list-style-type: none"> •Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. •Know how words are related by meaning as synonyms and antonyms such as big, large, little 	<ul style="list-style-type: none"> •Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. •Know the difference between vocabulary used for formal and informal speech and writing. 			
Comprehension:	<p>Domain focus: 2a, 2b, 2d</p> <p>Skills focus: Fact retrieval Find and Copy (Word and Phrase) Multiple Choice True and False</p>	<p>Domain focus: 2a, 2b, 2d, 2e, 2g</p> <p>Skills focus: 2 point questions (using evidence to support)</p>	<p>Domain Focus: 2a, 2b, 2c, 2d, 2e, 2f, 1g, 1h</p> <p>Skills focus: 3 point questions (using evidence to support)</p>			
Composition and effect:	<ul style="list-style-type: none"> •Identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. •Progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<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. • Progressively building a varied and rich vocabulary 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary • Progressively building a varied and rich vocabulary and an increasing range of sentence structures. 			

	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<p>and an increasing range of sentence structures.</p> <ul style="list-style-type: none"> • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character & advance action • Precising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. 	<ul style="list-style-type: none"> • Using further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]
Editing and improving work:	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors • Ensuring consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors • Ensuring consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors • Ensuring consistent and correct use of tense throughout a piece of writing.
Grammar and punctuation:	<ul style="list-style-type: none"> • Recap use of inverted commas and other punctuation to indicate direct speech [Eg, a comma after the reporting clause: The conductor shouted, "Sit down!"] • Use and understand the grammatical terminology in English Appendix 2 Pg 68 by: <ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • convert nouns or adjectives into 	<ul style="list-style-type: none"> • Using commas after fronted adverbials [Later that day, I heard the bad news] • Indicating possession by using the possessive apostrophe with singular and plural nouns [the girls' names] • using a wide range of devices to build cohesion within [then, after that, this, firstly] and across paragraphs using adverbials of time [later], place [nearby], number [secondly] or tense choices [he had seen her before] 	<ul style="list-style-type: none"> • Develop understanding of the concepts set out in English Appendix 2 Pg 68 when discussing writing: Modal verb, relative pronoun, Relative clause, Parenthesis, bracket, dash, Cohesion, ambiguity <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis

	<p>verbs using suffixes [eg –ate, -ise, -ify]</p> <ul style="list-style-type: none"> •verb prefixes [eg dis-, de-, mis-, over-, re-] 		
Spelling	<p>Recap homophones, words that are often misspelt, prefixes and suffixes and understand how to add them. Revise the possessive apostrophe in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p>	<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. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1 Spelling – see English Appendix 1 Pg 56-62 Use further prefixes and understand the guidance for adding them</p>	<p>Use dictionaries to check the spelling and meaning of words 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. (transcription)</p>
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)