

English Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts</b>	<b>Chalk</b>  <b>Various Traditional Tales</b>	<b>Greek Myths</b>	<b>Escape from Pompeii</b>	<b>Stone age boy</b>  <b>How to wash a woolly mammoth-</b>	<b>Charlie and the chocolate factory</b>	<b>Voices in the park</b> <b>The Tunnel</b>  <b>Poetry</b>
<b>Writing outcomes</b>	<b>To Entertain-</b> Narrative retelling  <b>To Entertain-</b> Invent own twisted tale	<b>To Entertain-</b> retell  Invent own myth	<b>To Entertain –</b> diary entry  <b>To Inform -</b> newspaper	<b>To Entertain -</b> diary  <b>To Guide -</b> instructional writing	<b>To Entertain –</b> character and setting descriptions  Letter to Willy Wonka	<b>To Entertain –</b> narrative retelling from one character’s point of view  <b>To influence -</b> Poetry
<b>Reading: Word reading:</b>	Revisit Phase 6 – read words up to Phase 6. <ul style="list-style-type: none"> <li>• Read words with common prefixes.</li> <li>• Recognise all alternatives graphemes for phonemes up to Phase 6.</li> <li>• Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. (See year 3 and 4 word list in appendix 2)</li> <li>• Uses appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience.</li> <li>• Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</li> </ul>		Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books. <ul style="list-style-type: none"> <li>• Use knowledge of root words, prefixes and suffixes from appendix 1 to read aloud and to understand the meaning of new words.</li> </ul>		<ul style="list-style-type: none"> <li>• Use knowledge of root words, prefixes and suffixes from appendix 1 to read aloud and to understand the meaning of new words.</li> <li>• Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. (See year 3 and 4 word list in appendix 2)</li> </ul>	
<b>Comprehension:</b>	Domain focus: 2a, 2b, 2e  Skills focus: Fact retrieval Find and Copy (Word and Phrase) Multiple Choice True and False		Domain focus: 2a, 2b, 2d, 2e		Domain Focus: 2a, 2b, 2c, 2d, 2e, 2f, 1g, 1h	

<p><b>Composition and effect:</b></p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> <li>• Discussing and recording ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas.</li> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas.</li> </ul>
<p><b>Editing and improving work:</b></p>	<ul style="list-style-type: none"> <li>• Organising paragraphs around a theme.</li> <li>• In narrative, creating settings, characters and plot.</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Organising paragraphs around a theme.</li> <li>• In narrative, creating settings, characters and plot.</li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Organising paragraphs around a theme.</li> <li>• In narrative, creating settings, characters and plot.</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul>
<p><b>Grammar and punctuation:</b></p>	<p>Use and understand the grammatical terminology in English Appendix 2 Pg 66-67:</p> <ul style="list-style-type: none"> <li>• using the present perfect form of verbs instead of the simple past tense [He has gone out to play instead of He went out to play]</li> <li>• formation of nouns using a range of prefixes [super-, anti-, auto-]</li> <li>• correct use of a or an</li> <li>• Develop their understanding of the concepts set out in English Appendix 2 when discussing their writing: Preposition, conjunction, Word family, prefix, Clause, subordinate clause, Direct speech, Consonant, consonant</li> </ul>	<p>Use and understand the grammatical terminology in English Appendix 2 Pg 66-67:</p> <ul style="list-style-type: none"> <li>• word families based on common words showing how words are related in form and meaning [solve, solution, solver, dissolve, insoluble]</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Express time, place and cause using conjunctions [when, before, after,</li> </ul>	<p>Use and understand the grammatical terminology in English Appendix 2 Pg 66-67:</p> <ul style="list-style-type: none"> <li>• word families based on common words showing how words are related in form and meaning [solve, solution, solver, dissolve, insoluble]</li> <li>• Extending the range of sentences with more than</li> </ul>

	<p>letter, vowel, vowel letter, Inverted commas, adverb.</p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> </ul>	<p>while, so, because], adverbs [then, next, soon, therefore,], or prepositions [ before, after, during, in, because of].</p>	
<b>Spelling</b>	<p>Spelling – see English Appendix 1 Pg 49-55</p> <ul style="list-style-type: none"> <li>• Spell further homophones.</li> <li>• Spell words that are often misspelt</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• Use further prefixes and suffixes and understand how to add them Use further prefixes and suffixes and understand how to add them what is a root word? Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgotten The suffix –ation e.g. information The suffix –ly e.g. sadly The suffix –ous e.g. poisonous Prefixes – dis, mis, in, un e.g. disappoint Prefixes – il, im, ir, re sub, inter, super anti auto</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Spelling – see English Appendix 1 Pg 49- 55</p> <ul style="list-style-type: none"> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] The /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth, gym (homework) The sound spelt ou e.g. young, touch Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus (HW) Words with the sound spelt ch (mostly French in origin) e.g. chef, chalet (HW) Words with endings sounding like (- sure, -ture) e.g. measure, nature Endings which sound like division Endings which sound like –tion, –sion, –sion, –cian e.g. invention</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Spelling – see English Appendix 1 Pg 49- 55</p> <ul style="list-style-type: none"> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league (HW) Words with the /s/ sound spelt sc (Latin in origin) e.g. science (HW) Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. weigh Recap on prefixes and suffixes</li> </ul>
<b>Speaking and listening/ Drama:</b>	<ul style="list-style-type: none"> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>