

English Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts</b>	<b>Chalk</b>  <b>Harry Potter</b>	<b>Dear Greenpeace</b>	<b>Tiger Tiger</b>	<b>Fing by David Walliams</b>	<b>Anglo Saxon Boy</b>	<b>How to train a dragon</b>
<b>Writing outcomes</b>	<b>To Entertain</b> – narrative (retell)  <b>To Entertain</b> – narrative (invent)	<b>To entertain</b> – Retelling narrative. Turning letters into a story  <b>To Inform</b> – letter  <b>To Influence</b> - Leaflet (In geography project)	<b>To Inform</b> – recount of each Tiger’s experience  <b>To Guide</b> - Biography	<b>To Entertain</b> – descriptive writing	<b>To Entertain</b> Diary  <b>To Guide</b> – biography of famous person ‘King Arthur’	<b>To Inform</b> – newspaper report  <b>To Guide</b> – how to train a dragon
<b>Reading: Word reading:</b>	<ul style="list-style-type: none"> <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>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>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> <li>Read books that are structured in different ways and read for a range of purposes.</li> </ul>		<ul style="list-style-type: none"> <li>Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non -fiction, reference books and text books</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> </ul>	
<b>Comprehension:</b>	Domain focus: 2a, 2b, 2d  Skills focus: Fact retrieval Find and Copy (Word and Phrase) Multiple Choice True and False		Domain focus: 2a, 2b, 2d, 2e, 2g		Domain Focus: 2a, 2b, 2c, 2d, 2e, 2f, 1g, 1h	
<b>Composition and effect:</b>	<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from</li> </ul>		<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and</li> </ul>		<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from</li> </ul>	

	<p>its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively</li> <li>• building a varied and rich vocabulary and an increasing range of sentence</li> <li>• structures (English Appendix 2)</li> <li>• In narratives, create settings, characters and plot</li> </ul>	<p>learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• In non -narrative material, use simple organisational devices [for example, headings and sub-headings]</li> </ul>	<p>its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• in non -narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively</li> <li>• building a varied and rich vocabulary and an increasing range of sentence</li> <li>• structures (English Appendix 2)</li> </ul>
<b>Editing and improving work:</b>	<p>Assess the effectiveness of their own and others' writing and suggesting</p> <ul style="list-style-type: none"> <li>• improvements</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate</li> <li>• intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p>Assess the effectiveness of their own and others' writing and suggesting</p> <ul style="list-style-type: none"> <li>• improvements</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate</li> <li>• intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p>Assess the effectiveness of their own and others' writing and suggesting</p> <ul style="list-style-type: none"> <li>• improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>
<b>Grammar and punctuation:</b>	<ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology in English Appendix 2 Pg 67</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]</li> <li>• Punctuation is used correctly including apostrophes for omission.</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> </ul>	<p>Use and understand the grammatical terminology in English Appendix 2 Pg 67</p> <ul style="list-style-type: none"> <li>• using fronted adverbials Using commas after fronted adverbials [Later that day, I heard the bad news]</li> <li>• Indicating possession by using the possessive apostrophe with singular and plural nouns [the girls' names]</li> <li>• Punctuation is used correctly including apostrophes for omission and possession with plural nouns</li> <li>• Use of inverted commas and other punctuation to indicate direct speech [Eg, a comma after the reporting clause: The conductor shouted, "Sit down!"]</li> <li>• Express time, place and cause using</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology in English Appendix 2 Pg 67</li> <li>• Use of inverted commas and other punctuation to indicate direct speech [Eg, a comma after the reporting clause: The conductor shouted, "Sit down!"]</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> </ul>

		conjunctions [when, before, after, while, so, because], adverbs [then, next, soon, therefore,], or prepositions [ before,	
<b>Spelling</b>	<p>Spelling – see English Appendix 1 Pg 49- 55 - spell further homophones - spell words that are often misspelt - 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 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Spelling – see English Appendix 1 Pg 49- 55 - 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 /ʌ/ 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 /ʃ/ sound spelt ch (mostly French in origin) e.g. chef, chalet (HW) Words with endings sounding like /ʒə/ or /tʃə/ (-sure, -ture) e.g. measure, nature Endings which sound like /ʒən/ e.g.division Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian e.g. invention Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Spelling – see English Appendix 1 Pg 49- 55 Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] 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</p>
<b>Speaking and listening/ Drama:</b>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• participate in discussions, presentations,</li> </ul>	<ul style="list-style-type: none"> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• articulate and justify answers, arguments and opinions</li> </ul>	<p>use relevant strategies to build their vocabulary</p> <ul style="list-style-type: none"> <li>• select and use appropriate registers for effective communication.</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> </ul>

	performances, role play, improvisations and debates		
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