

English Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Chalk The True Story of the Three Little Pigs	The Paper Bag Princess Aladdin	The Pirate Cruncher The Way To Treasure Island	The Hodgeheg Paddington Bear	The Twits by Roald Dahl	The Lighthouse Keepers Tale Meerkat Mail
Writing outcomes	To Entertain – Retelling of a story To Entertain - diary entry To influence - formal letter using persuasive language	To Entertain – in role diary To Entertain – in role diary To Influence – design a new lamp to sell	To Entertain – description of the monster To Entertain – retell a story	To Guide – How to look after a Hedgehog To Entertain – Diaries, Postcard	To Entertain – description of the Twits To Influence – Letter to council complaining about living next to the Twits	To Entertain – write in role. Letter of application for a lighthouse keeper To Inform – Recount of visit to the beach
Reading: Word reading:	<ul style="list-style-type: none"> Phonics: Revise phase 3/4 together Revise phase 5 alternative graphemes. Read all year 1 and 2 common exception words Develop fluency, pace and expression when reading aloud When reading aloud, sound out unfamiliar words accurately without undue hesitation, and read with confidence and fluency. Read words with common prefixes. Recognise noun, noun phrase, statement, question, exclamation, command, compound words, suffix and adjective. 		<ul style="list-style-type: none"> Phonics Phase 6 Read all year 2 common exception words Apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately. Recognise and effortlessly decode alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, Read aloud as well as silently with accuracy. Read the next 200 common high frequency words. 		<ul style="list-style-type: none"> Phonics: Phase 6 revision Read all words containing spelling patterns from appendix 1 of programme of study. Read words up to phase 6. Recognise all alternative graphemes for phonemes up to phase 6. 	
Composition and effect:	<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Planning or saying out loud what they are going to write about. Encapsulating what they want to say, sentence by sentence. 		<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing down ideas and / or key words, including new vocabulary. 		<ul style="list-style-type: none"> Adopts and maintains an appropriate form throughout longer pieces of writing for different purposes. Uses the drafting process to gather and write down ideas and key words including new vocabulary drawn from a wide range of reading. 	

<p>Editing and improving work:</p>	<ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils. • Re-reading to check that their writing makes sense and the verbs to indicate time are used correctly 	<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and the verbs to indicate time are used correctly 	<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Evaluate their writing according to purpose, effectiveness of word choice, grammar and punctuation • Make simple additions, corrections, revisions to their writing without prompting.
<p>Grammar and punctuation:</p>	<ul style="list-style-type: none"> • Know how nouns and adjectives can be formed using suffixes • Use of the suffixes er and est in adjectives • Co-ordinating conjunctions (and, or, but) • Expanded noun phrases for description and specification • Know the difference between a statement, questions, exclamation and command. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas in lists 	<ul style="list-style-type: none"> • Use of ly to change adjectives into adverbs • Subordinating conjunctions (using when, if, that, because) • Expanded noun phrases for description and specification • Correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming,
<p>Spelling</p>	<ul style="list-style-type: none"> • Phonics: Revise phase 4/ 5 alternative graphemes. • Spell year 1 and 2 common exception words • Spell phase 4 and 5 tricky words • Spell more words with contracted forms • add suffixes to spell words and longer words, including -ment, -ness, -ful, -ly, less, tion, er and est and understand the effect on their meaning. • Rules for adding suffixes to root words. E.g Changing y to i/ doubling letters 	<ul style="list-style-type: none"> • Phonics: Phase 6 • Spell year 2 common exception words • learning the possessive apostrophe (singular) [for example, the girl's book] • Words ending in al, le, le – spelling patterns and rules • Silent letters - g/k • Know the or phoneme is usually spelt as a before l and ll. • Rules for making words plural 	<ul style="list-style-type: none"> • Homophones/near homophones – words that sound the same but are spelt differently
<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)

