

English Curriculum Overview

Writing

| Term/Topic | Autumn 1 Frozen Kingdom/Fallen Fields | Autumn 2 Revolution | Spring 1 A Child's War | Spring 2 I.D | Summer 1 Hola Mexico | Summer 2 Darwin's Delight |
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| Texts | The Story of the Titanic In Flanders Field – John McCrae | Street Child – Berlie Doherty | When Hitler Stole Pink Rabbit – Judith Kerr | Twelfth Night – William Shakespeare | Me, Frida and The Secret of the Peacock Ring – Angela Cervantes | The Present (visual stimulus) What Mr Darwin Saw – Brita Granstrom National geographic by various writers |
| Writing outcomes | To entertain an audience by describing setting and atmosphere - Setting description of Frozen Kingdom. To inform the reader of the historical and social context of a time period by embodying a character - Diary Entry – The Titanic Poetry – To create poetry in the style of an author – Titanic/Flanders Fields Poetry. | To entertain a reader by planning and develop plot and character through a range of devices - Narrative – Journey Tale for Street Child. Explanation Text – How are the lives of Victorian Children different to ours? | To inform the reader of social and contextual factors – Newspaper article (The Blitz) To inform – Letter from Evacuee Child (Anna from When Hitler Stole Pink Rabbit) | Non-Chronological Report on I.D Play Scripts – Twelfth Night | To Me, Frida and the Secret of the Peacock Ring – Journey Tale. Inform a reader using Non-Fiction information- Leaflet – Hola Mexico | To entertain a reader by planning and develop plot and character through a range of devices - The Present – Meeting Tale To inform – reports on Evolution in the style of David Attenborough on evolution. |
| Composition and effect: | <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 appropriate form and using other similar writing as models for their own 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"> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 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 | | <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 demonstrates selection and use of appropriate forms and assured adaptation of typical features. In planning for narratives, characters and settings are adapted and developed from a wide range of sources. | |
| Editing and | <ul style="list-style-type: none"> Assessing the effectiveness of their | | <ul style="list-style-type: none"> Proposing changes to | | <ul style="list-style-type: none"> The drafting process is used to | |

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| improving work: | <p>own and others' writing</p> <ul style="list-style-type: none"> • Proof read for spelling and punctuation errors | <p>vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> • Ensuring consistent and correct use of tense throughout a piece of writing. | <p>make deliberate choices of grammar and vocabulary to change and enhance meaning for the intended effect.</p> <ul style="list-style-type: none"> • Effectively organized paragraphs with some evidence of text shaping. • Wide range of cohesive devices. □ 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. |
| 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 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 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. | <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 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 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. | |
| 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) |

Reading

| Term/Topic | Autumn 1 Frozen Kingdom/Fallen Fields | Autumn 2 Revolution | Spring 1 A Child's War | Spring 2 I.D | Summer 1 Hola Mexico | Summer 2 Darwin's Delight |
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| Texts | Girl of Ink and Stars – Kiran Hargrave | Warhorse – Michael Morpurgo | The Boy in Striped Pyjamas – John Boyne | Wonder – R J Palacio | Holes – Louis Sachar | Hacker – Malorie Blackman |
| 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 such as big, large, little. | | <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. | |
| Comprehension: | 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 Skills focus: 2 point questions (using evidence to support) | | Domain Focus: 2a, 2b, 2c, 2d, 2e, 2f, 1g, 1h Skills focus: 3 point questions (using evidence to support) | |
| Decoding | <ul style="list-style-type: none"> I can read common exception words. I can apply my knowledge of root words, prefixes and suffixes. | | <ul style="list-style-type: none"> I read year 5/6 word list I can work out the pronunciation of homophones, using the context of the sentence | | <ul style="list-style-type: none"> I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses. | |
| Meaning | <ul style="list-style-type: none"> Use a dictionary to clarify the meaning of unknown word (2a) Discuss words and phrases that capture the reader's interest and imagination (2a) Comment on the choice of language to create moods and build tension 'Crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught | | <ul style="list-style-type: none"> Identify different features of language used in poems and prose, e.g. dialect. Identify different features of language, such as abbreviation, colloquialisms and specialist vocabulary. | | <ul style="list-style-type: none"> Know how style and vocabulary are linked to the purpose of the text, for example ... 'obviously, common sense tells us...' in a persuasive text. (2g) | |
| Understanding | <ul style="list-style-type: none"> Answer retrieval questions on a text (2f) Recognise a range of organisational features to locate information, such as labels, diagrams and contents | | <ul style="list-style-type: none"> Identify the features of different text types (2f) Identify the main ideas in a text and summarise these (2c) Distinguish between statement of fact and opinion | | <ul style="list-style-type: none"> Recognise text that contain features of more than one text type. E. g. Persuasive letter (2f) | |
| Detecting | <ul style="list-style-type: none"> Make inference from the text / explain and justify inferences with evidence from the text. | | <ul style="list-style-type: none"> Predict what might happen from details stated and implied. (2d) Justify predictions with evidence from the text | | <ul style="list-style-type: none"> Identify and comment on explicit and explicit points of view | |
| Connecting | <ul style="list-style-type: none"> Compare and contrast the styles of individual writers and poets, providing example. Make comparisons within and across a text (2h) | | <ul style="list-style-type: none"> Beginning to evaluate text by comparing how differ sources treat the same information Identify theme across a range of text – social, cultural | | <ul style="list-style-type: none"> Identify different character types across a range of text Make comparisons within and across a text (2h) | |

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| | | and historical Make comparisons within and across a text (2h) | |
| Responding | <ul style="list-style-type: none"> • Justify my opinions on text • Prepare poems and plays to read aloud and perform | <ul style="list-style-type: none"> • Respond critically to issues raised in stories, locating evidence text and explore alternative causes of action and evaluate the author's solution. | <ul style="list-style-type: none"> • Comment critically on the overall impact of poetry/prose with reference to the text • Prepare poems and plays to read aloud and perform |