

English Curriculum Overview

Writing

Term/Topic	Autumn 1 Street Detective	Autumn 2 Land Ahoy!	Spring 1 Towers, Tunnels and Turrets	Spring 2 Wriggle and Crawl	Summer 1 Muck, Mess and Mixtures	Summer 2 Beachcombers
Writing Texts	Brick Who Found Herself in Architecture – Joshua David Stein Iggy Peck: Architect – Andrea Beaty The Day the Crayons Quit – Oliver Jeffers	Pirates Love Underpants – Claire Freedman	Jack and the Beanstalk – Richard Walker	Percy the Park Keeper (After the Storm) – Nick Butterworth	The Magic Porridge Pot – Alan MacDonald	The Lighthouse Keeper’s Lunch – Ronda and David Armitage
Writing outcomes	Write simple coherent narratives – Character Flaw of The Day the Crayons Quit To create a recount – Recount of a Local Walk.	To rehearse a narrative and adapt it – Journey Tale of Pirates Love Underpants To write a diary entry in character – Diary of a Pirate	To entertain – To describe a narrative including descriptions of character and setting – Traditional Tale (Conquering the Monster) of Jack and The Beanstalk. To write a Non-chronological Report – What is a castle?	To create a coherent narrative using description – Journey Tale of Percy the Park Keeper. To use known information to inform the reader – Information Text about Mini-beasts	To develop a narrative about a ‘magic’ object with catastrophic consequences – Finding Tale of the Magic Porridge Pot. To create a list of instructions – Instructions to Make a Magic Medicine	To write in role - Letter of application for a lighthouse keeper. To create a recount - Recount of visit to the beach
Comprehension:	• Writes short sentences in order to build a narrative.		• Chooses appropriate vocabulary to build sentences and form narratives.		• Plans and creates narratives which are well sequenced and use some vocabulary of texts being studied.	
Composition and effect:	• 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.		• Writing narratives about personal experiences and those of others (real and fictional) • Writing down ideas and / or key words, including new vocabulary.		• 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.	
Editing and improving work:	• 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		• 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		• 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 RWI: Revise Set 2/3 alternative graphemes. • Spell year 1 and 2 common exception words • Spell Set 4 and 5 Red 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"> • 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)

Reading

Term/Topic	Autumn 1 Street Detective	Autumn 2 Land Ahoy!	Spring 1 Towers, Tunnels and Turrets	Spring 2 Wriggle and Crawl	Summer 1 Muck, Mess and Mixtures	Summer 2 Beachcombers
Reading Texts	How to Wash a Woolly Mammoth – Michelle Robinson Giraffe’s Can’t Dance – Giles Andreae	Pirate’s Picnic – Angela McAllister The Night Pirates – Peter Harris	Knight in Training: Dragons Can’t Swim – Vivian French	The Hodgeheg – Dick King Smith	George’s Marvellous Medicine – Roald Dahl	Seashore:100 Facts – Steve Parker The Secret of Black Rock – Joe Todd Stanton
Reading: Word reading:	<ul style="list-style-type: none"> Phonics: Revise phase3/4 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. 	
Decoding	<ul style="list-style-type: none"> Reading many words fluently and by sight. 		<ul style="list-style-type: none"> Read books fluently with increased confidence 		<ul style="list-style-type: none"> Re-read books to develop fluency and confidence 	
Meaning	<ul style="list-style-type: none"> Recognise unfamiliar words and seek clarity on their meaning. 		<ul style="list-style-type: none"> Discuss what new words mean, linking new meanings to those already known. 		<ul style="list-style-type: none"> I can discuss and clarify what new words mean, linking new meanings to those already known and applying them. 	
Understanding	<ul style="list-style-type: none"> Answer straight forward questions about a story Sequence the main points in the text 		<ul style="list-style-type: none"> Use expression when re-telling familiar stories 		<ul style="list-style-type: none"> Ask a question to understand the character, events or author better. 	
Detecting	<ul style="list-style-type: none"> Recognise why a character is feeling a certain way. Aware that the books are set in different times and places 		<ul style="list-style-type: none"> Make inferences from the text. Make simple predictions based on what I have read so far 		<ul style="list-style-type: none"> Give features of a non-fiction text and explain why it is informative 	
Responding	<ul style="list-style-type: none"> Make choices about which texts to read, based upon prior reading experience. Participate in discussion about books, poems and other works that are read to me and those that I can read for myself 		<ul style="list-style-type: none"> Make choices about which texts to read, based upon prior reading experience 		<ul style="list-style-type: none"> Identify and explain the key aspects of a text 	