

English Curriculum

English						
	Au1	Au2	Sp1	Sp2	Su1	Su2
Year 1	<p>Fictional Stories</p> <p>Story sequencing/editing</p> <p><u>Key Texts:</u> -<i>Not a Stick</i>- Antoinette Portis - <i>Billy's Bucket</i>- Kes Gray</p>	<p>Introduction to Poetry</p> <p>-Identifying different features of a poem. -Understanding rhyme - editing poems</p> <p><u>Key Texts:</u> -<i>Too Sad</i>- William Cole - <i>Today I ate worm-</i></p> <p>Fictional Stories</p> <p>Retelling/editing endings Introduction to expressive writing/reading- speech marks and bubbles</p> <p><u>Key Texts:</u> -<i>The Lost Teddy</i>- David Mckee - <i>The Gingerbread Man</i></p>	<p>Expressive Writing</p> <p>-adjectives for descriptive writing</p> <p><u>Key Texts:</u> -<i>The Enormous Turnip-</i></p> <p>Phonics Screening prep</p>	<p>Informational writing</p> <p>-list/instructions writing</p> <p>Expressive Poetry</p> <p>-Using adjectives in poetry to convey feelings/emotions -poetry focusing on the senses.</p> <p><u>Key Texts:</u> -<i>I can hear, see, feel, smell</i>- Anon -<i>That's What I like</i>- Janice Johnston</p> <p>Phonics Screening prep</p>	<p>Traditional Tales</p> <p>Retelling Cinderella with an alternative ending.</p> <p><u>Key Texts:</u> -<i>Cinderella Fairytale</i></p> <p>Phonics Screening prep</p>	<p>Poetry</p> <p>Haiku's -rhythm and tempo</p> <p><u>Key Texts:</u> -<i>William Wordsworth-daffodils</i></p> <p>Writing a recount of an event (non-fiction)</p> <p>Newspaper article writing/ reflecting on facts from personal experiences.</p>

Year 2	<p>Fictional stories</p> <p>Recalling own experiences.</p> <p>Postcards</p> <p><u>Key Texts:</u> <i>The Pet Who Flew, The monster under the stairs</i></p> <p>Grammar focus:</p> <ul style="list-style-type: none"> - Compound words - Using connectives - Understanding punctuation. 	<p>Writing for different purposes:</p> <p>Informational Texts</p> <ul style="list-style-type: none"> - Fact Files, Paragraphs, subheadings. Geographical links with Tanzania <p>Fables and Morals</p> <ul style="list-style-type: none"> - dialogue/script writing <p>Diary entry in History</p> <ul style="list-style-type: none"> - Samuel Pepys <p>Poetry</p> <ul style="list-style-type: none"> - Rhyming poems, silly poems, acrostic poems, performance poems, riddles <p>Grammar Focus</p> <ul style="list-style-type: none"> - Adjectives - Similes - Spelling graphemes (ie, i_e, y, igh) - Expanded noun phrases 	<p>Character descriptions</p> <ul style="list-style-type: none"> - Introduction of Year 2 recommended text GMM <p><u>Key Texts:</u> <i>George's Marvellous Medicine</i></p> <p>Grammar Focus</p> <ul style="list-style-type: none"> - Speech marks - Said words - past/present tense - Complex sentences - Contractions - Apostrophes for possession. 	<p>Traditional Tales</p> <p>Retelling story of Three Little Pigs with alternative ending.</p> <p>Descriptive Story settings</p> <p><u>Key Texts:</u> <i>The Three Little Pigs, Tiddler</i></p> <p>Grammar Focus</p> <ul style="list-style-type: none"> - Prefixes and suffixes 	<p>Narrative Writing</p> <ul style="list-style-type: none"> - Describing the tricks The Twits play on each other - Common exception words - Adverbs <p><u>Key Texts:</u> <i>The Twits</i></p> <p>Grammar Focus</p> <ul style="list-style-type: none"> - Nouns, adjectives, verbs, adverbs - Commands, statements, exclamations, questions 	<p>Travel writing</p> <ul style="list-style-type: none"> - Travel leaflets about St Lucia - Journey of a banana <p>Non-Fiction Text</p> <p>Grammar Focus</p> <ul style="list-style-type: none"> - Formal; language, subheadings, picture captions
Year 3	<p>Letters and character descriptions</p> <p>Letter format (informal) with powerful descriptive writing</p>	<p>Instructions and explanations</p> <ul style="list-style-type: none"> -Write a simple set of instructions -Draw a diagram to explain a game 	<p>Performance poems</p> <p>Grammar Focus</p> <p>Using and recognising nouns, adjectives and adjectival phrases; using conjunctions to</p>	<p>Non-chronological reports</p> <p>Essential books:</p> <p><i>The Wolves in the Walls</i> by Neil Gaiman <i>Wolves</i> by Emily Gravett</p>	<p>Myths and legends</p> <p>Essential books:</p> <p><i>The Orchard Book of Greek Myths</i> by Geraldine McCaughrean <i>Greek Myths</i> by Marcia Williams</p>	<p>Persuasive writing</p> <p>Grammar Focus:</p> <p>Years 3 and 4 in Appendix 2, using and punctuating direct</p>

	<p>-Detailed written comprehensions; Key Text:</p> <p>Ug by Raymond Briggs</p> <p>Grammar focus: Capital letters and full stops. Powerful adjectives Writing in the 1st person.</p>	<p>-Write explanations under subheadings and a summary</p> <p>Grammar Focus: Imperative verbs 1st or 3rd person Sub-headings and summaries</p>	<p>express time or cause; using possessive apostrophe with singular and plural nouns</p>	<p><i>Top Gun of the Sky</i> by Martin Bradley</p> <p>Grammar Focus: - Presenting tense of verbs - extending range of sentences with more than one clause -conjunctions</p>	<p>Grammar includes: Using powerful verbs 3rd or 1st person; using and punctuating direct speech</p>	<p>speech, using the present perfect form of verbs in contrast to the past tense</p>
Year 4	<p><u>Stories in Familiar Settings</u></p> <p>Horrid Henry by Francesca Simon Start with Horrid Henry's Birthday Party Description: Character Descriptions Explore familiar settings Write a new Horrid Henry story. Grammar focus: Nouns, adjectives & prepositional phrases Use adverbs and prepositions to express time and place.</p>	<p><u>Fables</u></p> <p>Aesop's Fables by Michael Rosen</p> <p>Read a range of fables, including Rosen's Aesop's Fables, explore dialogue through drama, debate moral messages and write letters in role. Chn write their own fables, and perform them.</p> <ol style="list-style-type: none"> 1. Recognise simple sentences 2. Begin to recognise (Y3) or revise (Y4) compound and complex sentences 3. Use conjunctions to express time or cause 4. Revise how to use dialogue punctuation or revise this 	<p><u>Non-chronological reports</u></p> <p>Harry Potter books by J K Rowling Read an online newspaper report about an amazing model of Hogwarts. Chn design a poster or leaflet to advertise it and look at school reports Hogwarts style. They collaborate to design a Hogwarts school prospectus. Grammar focus: Compound and complex sentences.</p> <ol style="list-style-type: none"> 2. Use commas after or before phrases and clauses. 3. Use pronouns to avoid repetition. <p><u>Performance Poetry</u> Various performance poems - provided Listen to a range of performance poems & explore the features that poets use. Chn identify & use conjunctions that indicate time & cause. Investigate negative</p>	<p><u>Explanations</u></p> <p>This creative unit uses art activities and the book <i>The Usborne Complete Book of Art Ideas</i> as a vehicle for instruction writing. Chn will practise using imperative verbs and pronouns. Explanation writing.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use grammatical terminology powerful verbs 2. Choose nouns and pronouns for clarity and to avoid repetition 	<p><u>Myths & Legends</u></p> <p><i>How to Catch A Mermaid</i> by Jane Ray <i>The Seal Children</i> by Jackie Morris <i>Beowulf</i> retold by Michael Morpurgo Using these text the children identify the features of myths & legends.. They spot and use powerful verbs and adjectives and develop their understanding of past tense and present perfect verbs. Chn plan and write their own legend. Grammar focus:</p> <ol style="list-style-type: none"> 1. Use powerful verbs and adjectives. 2. Use the present perfect rather than simple past tense 3. Understand that writing can be 3rd or 1st person. 4. Use and punctuate direct speech. 5. Use apostrophes in possessives. 	<p><u>Persuasive Writing</u></p> <p><i>Rainbow Bear</i> Discuss zoos Look at the 5 areas of persuasive writing (audience, purpose, examples, typical structure and language features) Write for and against argument. Grammar Punctuate direct speech, descriptive sentences, synonyms, past & present tense, Imperative verbs. Egyptians -Instructions -Diary writing</p>

Image Poetry

Window by Jeannie
various poems - pr

Description:

A picture is worth
thousand words
explore how similar
metaphor can be to
create powerful images
through reading
discussing poems

Window by Jeannie
inspire children's own
poetry..

Grammar focus:

1. Use grammatical terminology specifically using and recognising adjectives, nouns, adverbs
2. Understand and use adverbials and front adverbials.
3. Use and understand grammatical terminology

prefixes, informal
language & rhymes. Children
write extra lines to one of
poems & then a rap.

Grammar focus:

1. Use and recognise nouns, adjectives and adjectival phrases.
2. Use conjunctions to express time or cause.
3. Use possessive apostrophe with singular and plural nouns.

Year 5	<p>Classic Fiction</p> <p>Key texts: Jungle Book and Just So Stories</p> <p>Grammar focus</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 2. Use relative clauses. 3. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 4. Use correct punctuation to indicate speech. 	<p>Poetry: Slam Poetry</p> <p>Key texts: Benjamin Zephaniah</p> <p>Grammar focus</p> <ol style="list-style-type: none"> 1. Recognise vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions. 2. Use correct punctuation to indicate speech. 	<p>Argument and Debate</p> <p>Key text: <i>Stories for Boys who Dare to be Different</i> or <i>Goodnight Stories for Rebel Girls</i></p> <p>Drafting and composition:</p> <ul style="list-style-type: none"> -I can use a range of persuasive writing techniques such as: <i>flattery, opinion, hyperbole, personal pronouns, triples, emotive language and rhetorical questions.</i> -I can write and draft by accurately précising longer passages -I can draft and write, building cohesion within a paragraph and across paragraphs. -I can provide reasoned justifications for my views. - I can change my writing to fit the audience and purpose and choose the correct form and change the language and 	<p>Travel writing</p> <p>Key text: Bill Bryson extract</p> <p>Drafting and composition:</p> <ul style="list-style-type: none"> I can identify and include a range of literary devices used in travel writing: <i>-first person, descriptive and vivid, entertaining as well as informative, personal style, humour (including bathos and sarcasm)</i> I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary- <i>research based skills.</i> 	<p>Dramatic Conventions</p> <p>Shakespeare: Macbeth</p> <p>Drafting and composition:</p> <ul style="list-style-type: none"> I can plan my writing by identifying the audience and purpose of the writing, using other similar writing as models for my own work; I can consider how playwrights have developed characters and settings in what the class have read, heard and seen in other stories, plays or films; I can use the appropriate form for playwriting, including: <ol style="list-style-type: none"> 1. use of stage directions with adverbials; 2. dialogue truly reflecting the character; 3. “showing rather than telling” the audience. 4. a clear plot with conflict at its centre. I understand the terms ‘stream of consciousness’ and soliloquy from my study 	<p>Narrative writing (stories set in imaginary worlds)</p> <p>Key text: The Hunger Games</p> <p>Drafting and composition:</p> <ul style="list-style-type: none"> I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary I understand the literary techniques commonly used within the genre of

			<p>sentence length for the purpose.</p> <p>GPS -I can recognise and apply vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms and passive voice.</p> <p>-I can build cohesion within a paragraph using a range of complex and compound sentences.</p> <p>-I can link ideas across paragraphs within a paragraph using a range of adverbials of time, place, number and tense choices.</p> <p>-I can use hyphens for clarity.</p>	<p>-I can understand and apply the difference between structures typical of formal writing</p> <p>-I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>-I can use the colon to introduce a list and use semicolons within lists</p>	<p>of Macbeth; understanding how this is effective in drama pieces.</p> <p>I can indicate degrees of possibility using: -adverbs e.g. perhaps, surely or -modal verbs e.g. might, should, will, must</p> <p>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun</p> <p>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify</p>	<p>Sci-Fi- particularly that of dystopian literature. Such techniques include: -pathetic fallacy; -colour imagery; -extended metaphor; -foreshadowing; -allusion; -in Media Res structure</p> <p>GPS I can use brackets and can also use dashes or commas for the same purpose</p> <p>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</p> <p>I can understand how words are related by meaning as synonyms and antonyms</p>
Year 6	<p>Letters and Diaries: Goodnight Mr Tom</p> <p>Persuasive Writing: Graffiti</p> <p>First Person/ Third person writing: Ahmed's Secret</p>	Spy Thrillers: James Bond/Alex Rider	<p>Newspaper Articles</p> <p>Recounts: The Piano</p> <p>Narrative: The Lighthouse</p>	<p>Writing as a character: Kensuke's Kingdom</p>	<p>Graphic Novels</p> <p>Poems: If</p>	<p>Descriptive Writing: Fairground</p>

