



Bishop Chadwick  
Catholic Education Trust

St. Cuthbert's Catholic Primary School – English Curriculum



# ST CUTHBERT'S CATHOLIC PRIMARY SCHOOL

## ENGLISH CURRICULUM

2022-2023





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## ENGLISH - YEAR 1

Texts	Autumn 1	Autumn 2
<b>Funny Bones</b>	<ul style="list-style-type: none"> <li>Retell a simple story with predictable phrases e.g. repetition of keyphrases.</li> </ul>	<ul style="list-style-type: none"> <li>Tell a basic 3 part story about a central character e.g. The Gruffalo.</li> </ul>
<b>The Jolly Pocket Postman</b>	<ul style="list-style-type: none"> <li>Recount- Write sentences to match pictures, or sequences of pictures, illustrating an event.</li> <li>Write a simple letter or invitation.</li> <li>Songs and repetitive poems.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple instructions about something they know well including imperative verbs, precise language and commands.</li> <li>Simple fact-file.</li> <li>Comparisons.</li> <li>Acrostic Poem</li> </ul>
<b>Superworm</b>	<ul style="list-style-type: none"> <li>Use predictable and repeated phrases in own writing drawn from reading and role-play</li> <li>Describe a character using simple adjectives</li> </ul>	
<b>Room on the Broom</b>	<ul style="list-style-type: none"> <li>Write sentences to match pictures, or sequences of pictures, illustrating an event</li> <li>Write simple instructions in order with some imperative verbs</li> <li>Write sentences sometimes demarcated accurately with full stops</li> </ul>	
<b>Highway Rat</b>	<ul style="list-style-type: none"> <li>Begin to separate words with spaces</li> <li>Begin to use capital letters for the beginning of sentences and for names</li> </ul>	
<b>Smartest Giant</b>	<ul style="list-style-type: none"> <li>Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible</li> </ul>	
<b>Stick Man</b>	<ul style="list-style-type: none"> <li>Makes phonetically plausible attempts to spell words that have not been learnt</li> <li>Form many lower case letters in the correct direction, starting and finishing in the right place</li> </ul>	
<b>Spinderella</b>	<b>Greater Depth</b>	<b>Greater Depth</b>
<b>My Naughty Little Sister</b>	<ul style="list-style-type: none"> <li>Add additional detail joining sentences using 'and'.</li> <li>Structure writing by ordering sequence of events with use of words like first, next, after, when.</li> </ul>	<ul style="list-style-type: none"> <li>Add additional character description.</li> <li>Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.</li> </ul>
	<ul style="list-style-type: none"> <li>Independently structure writing by ordering sequence of events with use of words like first, next, after, when.</li> <li>Join clauses by using the conjunction 'and'.</li> <li>Make careful choices of adjectives.</li> <li>Distinguish between a statement and a command</li> <li>Expand by including more instructional features e.g. numbered points</li> </ul>	
	<b>Spellings</b>	
	Revise phase 3 tricky words	Revise phase 3 high frequency words
		Y1 common exception words



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## ENGLISH - YEAR 1

Texts	Spring 1	Spring 2
<p><b>Paddington</b></p> <p><b>Dogger</b></p> <p><b>Walter the Baker</b></p>	<ul style="list-style-type: none"> <li>Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</li> <li>Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</li> <li>Simple instructions.</li> <li>Poems about senses</li> </ul>	<ul style="list-style-type: none"> <li>Retell a familiar story in 3 parts. Include accurate sentence punctuation.</li> <li>Report- Describe something or someone with consistent use of tense (past or present depending on the report).</li> <li>Simple information sheet.</li> <li>Shape Poems</li> </ul>
<p><b>The Very Hungry Caterpillar</b></p> <p><b>Green Eggs and Ham</b></p> <p><b>The lighthouse keeps lunch</b></p> <p><b>Goldilocks and the Three Bears</b></p>	<ul style="list-style-type: none"> <li>Use traditional story language</li> <li>Structure story into three parts</li> <li>Describe a setting, something or someone with some appropriate adjectives</li> <li>Write in first person using capital letter for "I"</li> <li>Write sentences mostly demarcated by full stops and capital letters</li> <li>Experiment with exclamation marks</li> <li>Write in sequence using words to signal time e.g. first, next, then, after</li> <li>Maintain past tense</li> <li>Spell most common exception words taught so far</li> <li>Form most lower case letters in the correct direction, starting and finishing in the right place.</li> <li>Form lower-case letters of the correct size relative to one another in some of their writing</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>
<p><b>The Magic Porridge Pot</b></p> <p><b>The Tiger Who Came to Tea</b></p>	<ul style="list-style-type: none"> <li>Focus on a descriptive setting.</li> <li>Expand by using simple descriptive language to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>Write own version of the story recounting the information in sequence– then, next, after etc.</li> <li>Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</li> </ul>
<p><b>Supertato</b></p> <p><b>Superkitty</b></p>	<ul style="list-style-type: none"> <li>Independently choose to expand ideas and sentences using "and"</li> <li>Independently choose to add detail using a variety of adjectives</li> <li>Independently choose to use and apply vocabulary gathered from reading.</li> <li>Consider the reader when making vocabulary choices</li> <li>Read own writing to check it makes sense</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>	
<b>Spellings</b>		



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	Revise phase 4 tricky words	Revise phase 4 high frequency words	Y1 common exception words
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<b>ENGLISH - YEAR 1</b>		
<b>Texts</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Peace at Last</b> <b>The Day the Crayons Quit</b> <b>Three Billy Goats</b>	<ul style="list-style-type: none"> <li>Write a complete simple story in three parts based on own experiences or linked to a topic. Include accurate sentence punctuation.</li> <li>Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</li> <li>Book Review</li> </ul>	<ul style="list-style-type: none"> <li>Write a story which includes strong characterisation eg. Good or bad character. Include accurate sentence punctuation.</li> <li>Report- Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</li> <li>Consolidation of fact files, instructions and letters.</li> <li>Riddles</li> </ul>
<b>Gingerbread Man</b> <b>Snow White and the Seven Dwarfs</b> <b>Sleeping Beauty</b> <b>Aesop's Fables</b>	<ul style="list-style-type: none"> <li>Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</li> <li>Structure writing using some features of the given form</li> <li>Write instructions with some expansion about something they know well including imperative verbs.</li> <li>Assemble information about a topic, describing different aspects of the subject.</li> <li>Use the conjunction "and"</li> <li>Use descriptive language with some use of comparative and superlative adjectives</li> <li>Spell words containing each of the 40+ phonemes taught</li> <li>Use simple past and present verbs mostly accurately</li> <li>Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences</li> <li>Use spaces between words</li> <li>Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits</li> <li>Use features of standard English</li> </ul>	
<b>The Trouble with Trolls</b>	<b>Greater Depth</b>	<b>Greater Depth</b>
<b>Oi Dog/Oi Frog/Oi Cat</b> <b>Wonkey</b>	<ul style="list-style-type: none"> <li>Include some of the patterns &amp; language of familiar stories e.g. repeating same words and phrases three times – "run, run as fast as you can"</li> <li>Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list.</li> </ul>	<ul style="list-style-type: none"> <li>Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives</li> <li>Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</li> </ul>

<b>Donkey</b>	<ul style="list-style-type: none"> <li>Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories</li> <li>Always think about reader as they write, making precise choices</li> </ul>		
	<b>Owl Babies</b>		
<b>The Crocodile who didn't like water.</b>	<ul style="list-style-type: none"> <li>Choose to expand ideas with simple conjunctions and descriptive language</li> <li>Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately</li> </ul>		
	<ul style="list-style-type: none"> <li>Add the suffixes –ing, -ed, -er to spell many words correctly</li> <li>Evaluate the impact of writing on the reader</li> <li>Articulate own success criteria</li> </ul>		
<b>Hairy Maclary</b>	<b>Spellings</b>		
	Phase 5 tricky words	Phase 5 high frequency words	Y1 common exception words



**ENGLISH - YEAR 2**

Text	Autumn 1			Autumn 2		
<b>The Day the Crayons Came Back</b>	<ul style="list-style-type: none"> <li>Retell a 3 part story that has a key central character.</li> <li>Use information from research to group and assemble information into a short non-chronological report</li> </ul>			<ul style="list-style-type: none"> <li>Retell a traditional tale –with repeated events using the rule of three.</li> <li>Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</li> <li>Diamante Poems</li> </ul>		
<b>Charlie Cooks Favourite Book</b>  <b>Inside the Villains</b>	<ul style="list-style-type: none"> <li>Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>Use information from research to group and assemble information into a short non-chronological report.</li> <li>Write about a real event, recording it simply and clearly</li> <li>Demarcate sentences with capital letters and full stops.</li> <li>Understand how to write in the past tense</li> <li>Write in the first and third person</li> <li>Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>Spell most common exception words taught so far</li> </ul>					
<b>Greater Depth</b>			<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives</li> <li>Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</li> </ul>			<ul style="list-style-type: none"> <li>Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</li> <li>Write same recount as a third person recount</li> </ul>			
<ul style="list-style-type: none"> <li>Expand information using some subordination AND co-ordination</li> <li>Use some expanded noun phrases to describe and specify</li> <li>Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>Structure own writing deciding on what goes in each part</li> </ul>						
<b>Spellings (taken from No Nonsense Spelling)</b>						
Revise Phase 5 GPCs including polysyllabic Words	Proofreading	Homophones (to/two/too)	Homophones (sea/see, be/ bee, blue/blew)	Homophones (here/hear, one/ won, sun/son)	Teach /s/sound spelt 'c' before 'e', 'i' and 'y'	

	<p>Revise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and as 'g' elsewhere in words before 'e', 'i' and 'y'</p>	<p>Revise /n/ sound spelt 'kn' and 'gn' at the beginning of words</p>	<p>/aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)</p>			
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## ENGLISH - YEAR 2

Text	Spring 1			Spring 2		
The Twits	<ul style="list-style-type: none"> <li>Plan and tell a 3 part story based on own experience with a focus on expanded nounphrases to provide detail and specification.</li> <li>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</li> </ul>			<ul style="list-style-type: none"> <li>Plan and tell a story in four parts with clear use of subordination and co- ordination.</li> <li>Write a narrative recount in role. Write about a real experience.</li> <li>Haiku Poems</li> </ul>		
	<ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Write about a real experience structured appropriately</li> <li>Write instructions with some expansion about something they know well, inc imperative verbs &amp; precise language choices, commands &amp; negatives commands</li> <li>Expand noun phrases to describe and specify</li> <li>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use capital "I" for personal pronouns</li> <li>Use a wider range of subordination (e.g. when/if/that/ because) to join clauses</li> <li>Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>Use spacing between words that reflects the sizes of the letters</li> <li>Spell common exception words covered so far</li> </ul>					
	<b>Greater Depth</b>			<b>Greater Depth</b>		
	<ul style="list-style-type: none"> <li>Revise the way the nouns are expanded eg adjectives after the noun, before the noun and use of additional information.</li> <li>Extend and clarify instructions using expanded nouns, subordination and co- ordination to specify and add detail.</li> </ul>			<ul style="list-style-type: none"> <li>Expand on the main event with a focus on use of verbs and adverbs</li> <li>Change the form of the recount eg postcard, diary or letter considering how language and vocabulary choices may change.</li> </ul>		
	<ul style="list-style-type: none"> <li>Write effectively and coherently to recount, instruct and entertain</li> <li>Decide on the structure of writing based on its form.</li> <li>Know what features to change when changing the form of writing.</li> <li>Identify where words are spelt incorrectly</li> <li>Edit own writing with simple corrections</li> <li>Add suffixes to spell some words correctly</li> <li>Experiment with cursive writing</li> <li>Understand 1st person and 3rd person writing</li> <li>Experiment with a range of ways of expanding nouns</li> <li>Experiment with adverbs</li> </ul>					
	<b>Spellings (taken from No Nonsense Spelling)</b>					
Common exception words <i>most, both, only, move, prove, improve, should, would,</i>	Homophones ( <i>there, their, they're, new/knew</i> ) Near homophones ( <i>quite/quiet</i> )	Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're, can't, didn't, hasn't, it's, couldn't, I'll, they're	/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant	Suffixes -ing, ed, -er, -est to words ending in 'e' with a consonant before it.	Adding the ending 'y' to words ending in 'e' with a consonant before it	

	<i>could, most, both, only</i>					
	/i:/ sound spelt 'ey'	/r/ sound spelt 'wr'	Adding '-es' to nouns and verbs ending in 'y'	/o/ spelt 'a' after 'w' and 'qu'	/z/ spelt 's' /ai/sound spelt 'y'	Suffixes '-ful', '-less' and '-ly'-tion'



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## ENGLISH - YEAR 2

Text	Summer 1			Summer 2		
The Tunnel, Gorilla, Voices in the Anthony Browne	<ul style="list-style-type: none"> <li>To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</li> <li>Non chronological report- Use the language and structural features in a specific form eg. leaflet</li> </ul>			<ul style="list-style-type: none"> <li>To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</li> <li>Write a simple persuasive piece based on research, a topic of interest or a fictional book</li> </ul>		
	<ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Write about real events, recording these simply and clearly</li> <li>Write a simple persuasive piece</li> <li>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use past tense mostly correctly and consistently</li> <li>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Spell many common exception words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>					
The BFG– Roald Dahl	Greater Depth			Greater Depth		
	<ul style="list-style-type: none"> <li>Expand on the language by introducing simple figurative language and more adventurous vocabulary.</li> <li>Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform</li> </ul>			<ul style="list-style-type: none"> <li>Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation</li> <li>Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</li> </ul>		
	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Experiment with simple figurative language</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>Use the diagonal and horizontal strokes needed to join some letters</li> <li>Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul>					
	Spellings (taken from No Nonsense Spelling)					
	‘-el’ at the end of words	Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’	The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’	The /ɔ:/ sound spelt ‘ar’ after ‘w’	Suffixes –ment and -ness	The /ɜ:/ sound spelt ‘or’ after ‘w’
The /l/ or /əl/ sound spelt ‘-al’ at the	/ʌ/ sound spelt ‘o’	/l/ or /əl/ sounds spelt ‘il’ at the end of words	Common exception words			



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	end of words					
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## ENGLISH - YEAR 3

Text	Autumn 1			Autumn 2		
Voices in the Park	<ul style="list-style-type: none"> <li>Write a story in four parts, in the first person with a definite ending</li> <li>Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions</li> <li>Clerihews</li> </ul>			<ul style="list-style-type: none"> <li>To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</li> <li>Explanation – write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included</li> </ul>		
Stone Age Boy	<ul style="list-style-type: none"> <li>Some use of inverted commas to mark direct speech - identify the character speaking and demarcate with inverted commas.</li> <li>Maintain writing in the 1st person</li> <li>Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>Write a series of extended sentences to explain a process - use a range of conjunctions to expand sentences.</li> <li>Show some awareness of different sentence openers including adverbs - begin some sentences with adverbs, two adjectives and similes</li> <li>With support begin to use paragraphs to organise ideas - group sentences of the same topic</li> <li>Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>					
A Series of Unfortunate Events						
	Greater Depth			Greater Depth		
	<ul style="list-style-type: none"> <li>Change narrative into a third person story</li> <li>Write same event in a different form e.g. as a story, letter or diary</li> </ul>			<ul style="list-style-type: none"> <li>Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.</li> <li>Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience</li> </ul>		
	<ul style="list-style-type: none"> <li>Independently choose and know what to adapt and include when changing the form of writing</li> <li>Maintain writing in the 1st and 3rd person</li> <li>Include additional features for the form and audience of the writing</li> <li>Independently and accurately use the full range of punctuation taught at Key Stage 1 and in Year 3, and proof read to make corrections.</li> </ul>					
	Spellings (taken from No Nonsense Spelling)					
	<b>Suffixes from Year 2</b> -s, es, er, ed, ing	<b>Prefixes</b> Un, dis	<b>Revise Y2</b> apostrophes for contractions	Ei sounds	Eigh sounds	<b>Homophones</b> (break, grate, eight, weight, son)
	<b>Statutory word list</b>	<b>Prefixes</b> Mis and re	/i/ sound spelt y	<b>Proofreading</b>	Words from <b>statutory spelling lists</b>	Words ending with /g/ sound spelt gue



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## ENGLISH - YEAR 3

Text	Spring 1	Spring 2
<p><b>The Witches</b></p> <p><b>Gangsta Granny</b></p>	<ul style="list-style-type: none"> <li>• Narrative - Retell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest</li> <li>• Non-Chronological report - Write an information piece with clear audience requiring an impersonal style and specific choice of language features for more formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</li> <li>• Non-Chronological report – Write a non-chronological report about a subject researched in a specific form e.g. leaflet.</li> <li>• Limericks</li> </ul>
	<ul style="list-style-type: none"> <li>• Retell or write own story varying voice and intonation to create effects and sustain interest</li> <li>• Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward</li> <li>• Write a formal information piece with a specific audience and specific form</li> <li>• Organise paragraphs around a theme</li> <li>• Use heading and sub-headings to aid presentation</li> <li>• Begin to experiment with figurative language - include the use of similes and personification</li> <li>• Use some words that capture the reader's interest, imagination and create a specific effect on the reader</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Capital letters, full stops, question marks and exclamation marks used mostly correctly</li> <li>• Spell many words correctly, adding prefixes &amp; suffixes appropriately, spelling the correct form of homophones &amp; spelling many common exception words correctly</li> <li>• Begin to use joined writing throughout independent writing</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>• Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader.</li> <li>• Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article</li> </ul>	<ul style="list-style-type: none"> <li>• Revise one section of the story i.e. "problem" Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions thoughts and feelings.</li> <li>• Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use dialogue to support characterisation and set the scene to a story</li> <li>• Apt use of vocabulary especially verbs</li> <li>• Independently choose and know what to adapt and include when changing the form of writing</li> <li>• Inverted commas used mostly accurately</li> <li>• Use the language of comparison and contrast in report writing</li> <li>• Evaluate own writing against the purpose, text structure and audience.</li> </ul>	
	<b>Spellings (taken from No Nonsense Spelling)</b>	

	Suffixes from Year 2 -ness, -ful	Prefixes sub, tele	Revise Y2 apostrophes for contractions	// sound spelt 'ch' 's' 'ss' (ion/ure)	Revise suffixes -ness and =ful	Suffixes -less and -ly
	Suffixes - less, -ness, -ful, -ly					



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## ENGLISH - YEAR 3

Text	Summer 1			Summer 2		
<b>Stig of the Dump</b>  <b>Ancient Greek Myths</b>	<ul style="list-style-type: none"> <li>Narrative - Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time</li> <li>Instructions - Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience</li> <li>Free Verse</li> </ul>			<ul style="list-style-type: none"> <li>Narrative - To write a story where dialogue is the drive to move the story on</li> <li>Persuasion - Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</li> </ul>		
	<ul style="list-style-type: none"> <li>Write a story that has a problem and a resolution and where dialogue is beginning to move the story on</li> <li>Write increasingly complication instructions with clear audience ensuring they can be easily followed</li> <li>Present a persuasive point of view in the form of a letter</li> <li>Plan with a clear purpose, audience and form</li> <li>Express time, place and cause using conjunctions</li> <li>Independently organise paragraphs around a theme</li> <li>Use expanded noun phrases to add detail and precision to writing</li> <li>Capital letters, full stops, questions marks, commas in a list and apostrophes for contraction are mostly correct with very few errors</li> <li>Use inverted commas to punctuate direct speech</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>Use joined writing throughout independent writing</li> <li>Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</li> </ul>					
<b>Greater Depth</b>			<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>Include detailed description of setting and time by using expanded noun phrases to give precise detail</li> <li>Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</li> </ul>			<ul style="list-style-type: none"> <li>Revise the dialogue to provide strong characterisation</li> <li>Change the viewpoint of the author selecting vocabulary appropriately.</li> </ul>			
<ul style="list-style-type: none"> <li>Explain a range of organisational devices depending on the form and purpose of the writing</li> <li>Select precise vocabulary based on the audience and style of writing</li> <li>Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing</li> <li>Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.</li> </ul>						
<b>Spellings (taken from No Nonsense Spelling)</b>						
<b>Suffixes from Year 2</b> -ed, -ing, -s, -es, -ness, -	<b>Prefixes</b> dictation of taught suffixes	<b>Suffix</b> -ly with root words ending in le and ic	<b>Revise:</b> Year 2 apostrophe for contraction	Strategies for learning words from statutory spelling lists	<b>Rare GPCs /i/ sounds</b>	



	ful, -less, -ly					
	<b>Revise</b> Y1 and Y2 vowel digraphs					



## ENGLISH - YEAR 4

Texts	Autumn 1	Autumn 2
<b>Artemis Fowl</b>  <b>Charlotte's Web</b>	<ul style="list-style-type: none"> <li>• Narrative - Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures</li> <li>• Persuasion – Write an advertisement focussing on how information should be presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</li> <li>• Informational text.</li> <li>• Teccratys</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - Plan and write a complete story by identifying stages in the telling: introduction, build-up, climax or conflict, resolution</li> <li>• Recount - Write a recount in the form of a newspaper report. Use direct quotes linking paragraphs together appropriately.</li> <li>• Explanation - Write an explanation in an impersonal style adopting those of language and grammar for the form and audience</li> </ul>
	<ul style="list-style-type: none"> <li>• Plan and write their own version of a familiar story with a focus on varied and rich vocabulary</li> <li>• Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution</li> <li>• Write a recount in the 1st person with a clear audience and form</li> <li>• In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices e.g. puns, alliteration and invented words</li> <li>• Organise into paragraphs around a theme and for different sections of a story</li> <li>• Include descriptive and expanded noun phrases to evoke setting and make it more vivid</li> <li>• Use a varied and rich vocabulary drawn from reading</li> <li>• Begin to use fronted adverbials</li> <li>• Use inverted commas accurately to punctuate direct speech</li> <li>• Begin to use sentences with more than one clause</li> <li>• Spell some words from Year 3/4 correctly and spell words in contracted form correctly</li> <li>• Consistently use joined writing</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>• Add character descriptions designed to provoke sympathy or dislike in the reader</li> <li>• Make a change to the person it is written in, the audience or form and choose what text and language features to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader</li> <li>• Change the advert into a different form e.g. poster to TV advert, changing organisational devices, use of vocabulary and linguistic devices</li> </ul>
	<ul style="list-style-type: none"> <li>• Use character descriptions designed to provoke sympathy or dislike in the reader</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Use sentence type and length to create tension and impact on the reader</li> <li>• Adapt or maintain writing in the 1st and 3rd person</li> <li>• Select form of writing and make vocabulary and grammar choice based on audience.</li> </ul>	
	<b>Spellings</b>	

	Strategies to encourage 'having a go' at spellings	Words from statutory spelling lists	Words ending /ʒə/	Possessive apostrophe with singular proper nouns	Homophones (peace/piece, main/mane, fair/fare)	Strategies for learning words from statutory spelling lists
	Proof reading	Prefixes -in, -il, -im, and -ir	Strategies for learning new words	words spelt with /ei/ sound	Words with the //j/ sound spelt ch	Suffixes beginning with vowel letters to words of more than one syllable -ing, -er, -en, -ed

## ENGLISH - YEAR 4

Texts	Spring 1	Spring 2
<p><b>War Horse</b></p> <p><b>The Boy at the Back of the Class</b></p>	<ul style="list-style-type: none"> <li>• Narrative - Plan a complete story focussed on organisation devices e.g. times of day, repeated words and phrases</li> <li>• Recount - Write a recount in the 1st person with a clear audience and form e.g. a day in the life of a roman soldier</li> <li>• Playscripts – Conversion of a story to a play, features of a play script.</li> <li>• Kennings Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere</li> <li>• Non-chronological report - Write a report with a clear audience and specific form</li> </ul>
	<ul style="list-style-type: none"> <li>• Plan a complete story focussed on organisational devices</li> <li>• Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere</li> <li>• Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience</li> <li>• Write a report with a clear audience and specific form</li> <li>• Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose</li> <li>• Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately</li> <li>• Use pronouns and nouns to aid cohesion and avoid repetition</li> <li>• Confidently use fronted adverbials using a comma after the fronted adverbial</li> <li>• Begin to use relative clauses</li> <li>• Develop the use of sentences with more than one clause</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>• Experiment with using different organisational devices with some attempt to link paragraphs together</li> <li>• Write same explanation in an informal style noting change of audience and form to suit this text</li> </ul>	<ul style="list-style-type: none"> <li>• Transform the narrative through a change in atmosphere, varying the vocabulary to support it</li> <li>• Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</li> </ul>
	<ul style="list-style-type: none"> <li>• Use a range of conjunctions to support cohesion within writing</li> <li>• Adapt style of writing based on a change to audience and form</li> <li>• Select own success criteria</li> <li>• Explore and manage the shifts between past and present tense appropriately within information texts</li> <li>• Use a range of descriptive techniques to manage changes in mood and atmosphere</li> </ul>	
	<b>Spellings</b>	

	/g/ sound spelt gu	Strategies for learning words	words with endings spelt ture	Dictation of words spelt with ture ending	Possessive apostrophe with plurals	Homophones (scene/seen, mail/male, bawl/ball)
	Words already learnt from the statutory list	Strategies for learning Homophones	Error analysis			



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## ENGLISH - YEAR 4

Texts	Summer 1	Summer 2	
<b>Harry Potter and the Philosophers Stone</b>	<ul style="list-style-type: none"> <li>Narrative - Write in role as a character from a story</li> <li>Informational Text – Biography</li> <li>Free Verse</li> </ul>	<ul style="list-style-type: none"> <li>Narrative - Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character</li> <li>Non-chronological report - Write a comparative report based on their own notes taken from several sources</li> </ul>	
	<ul style="list-style-type: none"> <li>In narratives, write in role and describe settings and characters using “show not tell” techniques</li> <li>Write a recount in the form of a newspaper report</li> <li>Write a comparative report based on their own notes taken from several sources</li> <li>Use a range of devices to structure the writing and support the reader based on the form and purpose</li> <li>Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession, inverted commas)</li> <li>Use fronted adverbials including the correct use of a comma</li> <li>Develop the use of sentences with more than one clause by using a wider range of conjunctions</li> <li>Effectively use conjunctions, adverbs and prepositions to express time, cause and place</li> <li>Spell correctly most words from the Year 3/4 spelling list</li> <li>Use joined-up writing throughout all independent writing</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>		
	<b>Greater Depth</b>		<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>Change the narrative voice or write from two perspectives</li> <li>Same recount in a different form and style e.g. Recount events as a diary</li> </ul>		<ul style="list-style-type: none"> <li>Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</li> <li>Turn the report into a clear form with a different audience e.g. fact file, webpage entry into a non-fiction book.</li> </ul>
	<ul style="list-style-type: none"> <li>Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form</li> <li>Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood</li> <li>Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation</li> <li>Consistently use a range of conjunctions to support cohesion</li> <li>Use a range of precise vocabulary</li> <li>Consistently produce legible joined handwriting</li> <li>Evaluate and re-draft own writing, proposing changes to grammar and vocabulary</li> </ul>		
	<b>Spellings</b>		
Words with the /s/ sound spelt sc	Strategies for learning words from statutory list	Endings that are spelt 'sion'	
		Apostrophers for possession including singular and plural	
		Homophones	
		Statutory words which have been learnt throughout the year	



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	Suffix -ous	Proofreading for Errors	Prefixes un-, dis-, in-, re-, sub-, inter-, super-, anti-, auto-	Suffix -ly added to words ending in y, le and ic	Words from statutory spelling lists	Revision of work covered this term
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## ENGLISH - YEAR 5

ENGLISH - YEAR 5						
Texts  Northern Lights  Beowulf  The Mysteries of Harris Burdick	Autumn 1			Autumn 2		
	<ul style="list-style-type: none"> <li>Narrative - Write a five part story using language to evoke mood and atmosphere and develop characterisation.</li> <li>Persuasion - Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject</li> <li>Haiku</li> </ul>			<ul style="list-style-type: none"> <li>Narrative - Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases</li> <li>Recount - Practice writing a recount with a specific form and audience with a word limit so that pupils consider the precise level of formality required</li> </ul>		
	<ul style="list-style-type: none"> <li>Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style</li> <li>Write a recount with a specific form an audience</li> <li>Use literary devices such as repetition, alliteration, "rule of three"</li> <li>Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience</li> <li>Begin to use dialogue to convey character and advance the action</li> <li>Begin to use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</li> <li>Experiment with a range of expanded noun phrases to add detail, qualification and precision e.g. with one or more adjectives, with a modifying adjectives, with prepositional phrase</li> <li>Spell most words correctly adding prefixes and suffixes appropriately, spelling the correct form of homophones</li> </ul>					
	Greater Depth			Greater Depth		
	<ul style="list-style-type: none"> <li>Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar change to change the atmosphere</li> <li>Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on the use of vocabulary or adding quotes or references</li> <li></li> </ul>			<ul style="list-style-type: none"> <li>Change the story to focus on a different technique looking at how the language choice changes.</li> <li>Write the same recount for two or three audiences, appealing to each one through managed shifts of formality</li> </ul>		
	<ul style="list-style-type: none"> <li>Independently adapt language choices based on the audience and the intended impact on the reader</li> <li>Write for more than one audience, managing changes in content, features and levels of formality</li> <li>Embed one text-type within another, controlling the writing and maintain the overall purpose</li> <li>Use a wide range of clause structures, sometimes varying their position within a sentence</li> </ul>					
	Spellings					
	Revise: Strategies at the point of having a go	Words with the ough letter string	Words with 'silent' letters	Strategies for learning words with silent letters	Use of spelling journals for etymology	Words ending in -able and -ible



	Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)	Purals, adding -s, -es and -ies	Apostrophe for contraction and possession	Using a hyphen	Proofreading, focussing on checking words from personal spelling lists	Using dictionary to support learning word roots, derivations and spelling patterns
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## ENGLISH - YEAR 5

Texts	Spring 1	Spring 2
<b>Frankenstein</b>  <b>Room 13</b>	<ul style="list-style-type: none"> <li>• Narrative – Plan and tell a story demonstrating awareness of audience by using techniques such as recap and repetition.</li> <li>• Discussion - Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion</li> <li>• Renga</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character</li> <li>• Non-Chronological Reports – Plan, compose, edit and refine a non-chronological report focusing on clarity and conciseness. Ensure features are specific to a specific audience</li> </ul>
	<ul style="list-style-type: none"> <li>• Effectively use dialogue to convey character and advance the action</li> <li>• Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness</li> <li>• Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases</li> <li>• Write a linear procedural text with a wide range of presentational and organisational devices</li> <li>• Use a wide range of presentational and organisational features to structure texts specific to the form and audience</li> <li>• Begin to adapt writing based on a change in the audience</li> <li>• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</li> <li>• Use commas to clarify meaning and avoid ambiguity</li> <li>• Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Y3/4 and some Y5/6</li> <li>• Consistently produce legible joined handwriting</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>• Adapt the story for a different audience, aiming for consistency in character and style</li> <li>• Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on the use of vocabulary or adding quotes or references</li> <li>• Combine the discussion text with another text type with a clear audience and form</li> </ul>	<ul style="list-style-type: none"> <li>• Change the story to show parallel narrators where events are portrayed simultaneously</li> <li>• Change to a non-linear structure with choices for the reader to refer to different sections</li> <li>• Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop writing into a parallel narrative telling the same events from two points of view</li> <li>• Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains</li> <li>• Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing</li> <li>• Independently enhance the effectiveness of writing through reading, evaluating and re-drafting</li> <li>• Use the full range of punctuation taught correctly and appropriately</li> <li>• Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.</li> </ul>	
	<b>Spellings</b>	

	Strategies at the point of 'having a go'	From Y3/4 Apostrophe for possession	Strategies for statutory words	Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)	Rare GPCs dictation	Words ending in -able and -ibly
	Homophones (led/lead, steel/steal, alter/altar)	Proofreading: checking from another source	Building words from root words	Words with the /i:/ sound spelt ei	ei and ie words	

## ENGLISH - YEAR 5

ITexts		Summer 1		Summer 2		
Percy Jackson and the Lightning Thief	<ul style="list-style-type: none"> <li>Narrative - Plan and write a non-linear story e.g. flashbacks, parallel narrators. Experiment with different formalities for different shifts</li> <li>Explanation – Plan, compose, edit and refine an explanation text; focussing on clarify, conciseness and impersonal style</li> <li>Free Verse</li> </ul>		<ul style="list-style-type: none"> <li>Narrative - Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward</li> <li>Procedural text – Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for Clarity</li> </ul>			
	Cosmic	<ul style="list-style-type: none"> <li>In writing narratives describe setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism</li> <li>Write with a non-linear structure</li> <li>Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader</li> <li>Plan compose, edit and refine an explanation text showing good awareness of the reader</li> <li>Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary</li> <li>Use dialogue to convey character and advance the action</li> <li>Use prepositional phrases and expanded noun phrases to add detail, qualification and precision</li> <li>Build cohesion within and across a paragraph using a range of devices</li> <li>Spell correctly many words from Y5/6</li> <li>Consistently produce legible joined writing</li> </ul>				
		<b>Greater Depth</b>		<b>Greater Depth</b>		
		<ul style="list-style-type: none"> <li>Use the non-linear structure to show changes in atmosphere and mood</li> <li>Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report</li> </ul>		<ul style="list-style-type: none"> <li>Add an additional voice demonstrating a change in formality</li> <li>Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences</li> </ul>		
		<ul style="list-style-type: none"> <li>Choose to combine text types to support overall effectiveness of the writing</li> <li>Write effectively for multiple audiences selecting appropriate levels of formality and vocabulary choices</li> <li>Select precise vocabulary and grammatical structures</li> <li>Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader</li> <li>Use the full range of punctuation taught correctly and appropriately</li> <li>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis</li> <li>Develop own success criteria and make choices on audience and form of writing</li> </ul>				
	<b>Spellings</b>					
Strategies at the point of having a go	Statutory word list	Using etymological/morphological strategies for spelling	Proofreading for words on statutory word lists	Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning,	Homophones	



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					who's/whose)	
	Revision of words taught last school	Proofreading: using adictionary to check words	Strategies for learning words withtricky suffixes	Revision of homophones	Strategies for learning words from statutory word Lists	Any Y5 spellings childrenaren't secure with

## ENGLISH - YEAR 6

Texts	Autumn 1	Autumn 2
<b>Kensukes Kingdom</b>  <b>Skellig</b>	<ul style="list-style-type: none"> <li>• Narrative - Plan and write a story with a very distinct atmosphere e.g.suspense, panic, humour</li> <li>• Persuasion - Construct an effective persuasive argument using persuasive languagetechniques to deliberately influence the reader, and to develop a point logically and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward</li> <li>• Non-chronological report – Write a report with a distinct form and specific audience (e.g. webpage) selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. webpage</li> <li>• Ottiva Rima</li> </ul>
	<ul style="list-style-type: none"> <li>• Integrate dialogue in narrative to convey character and advance the action</li> <li>• Describe settings and characters building a distinct atmosphere</li> <li>• Write a report with a distinct form &amp; specific audience (e.g. webpage), selecting correct vocabulary &amp; grammatical structures that reflect the level of formality required</li> <li>• Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader</li> <li>• Use layout devices such as headings, sub-headings, bullets and tables to structure texts</li> <li>• Write effectively for each purpose and selection audience, showing good awareness of the reader</li> <li>• Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader</li> <li>• Draw on their knowledge of etymology and morphology to support spelling</li> <li>• Spell most words correctly, adding prefixes and suffices appropriately, spelling the correct form of homophones and spelling all common exception words correctly</li> </ul>	
	<p style="text-align: center;"><b>Greater Depth</b></p>	<p style="text-align: center;"><b>Greater Depth</b></p>
	<ul style="list-style-type: none"> <li>• Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control</li> </ul>	<ul style="list-style-type: none"> <li>• Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</li> <li>• Independently change the report to include managed shifts of formality, appealing to different/multiple audiences</li> </ul>
	<ul style="list-style-type: none"> <li>• Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>• Consciously control the structure of sentences</li> <li>• Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately</li> <li>• Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>• Evaluate, draft and re-draft</li> </ul>	
<p><b>Spellings (taken from No Nonsense</b></p>		

**Spelling)**

	Words from statutory word lists	Strategies at the point of 'having a go'	Words ending -able, -ably, -ible, -ibly	Adding suffixes beginning with vowels to words ending in -fer	Proof reading in smaller chunks	Homophones ce/se
	Homophones: dictation	Words from personal spelling lists	Endings that are spelt -cious, -tious	-tious, -cious: dictation	Strategies for learning words from statutory spelling lists	Revision of spellings learnt this term



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## ENGLISH - YEAR 6

Texts	Spring 1	Spring 2
<p><b>Once</b></p> <p><b>A Kind of Spark</b></p>	<ul style="list-style-type: none"> <li>Narrative - Plan and write a story with two narrators to tell the story from different perspectives</li> <li>Recount - Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog</li> </ul>	<ul style="list-style-type: none"> <li>Narrative - Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time</li> <li>Explanation - Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader</li> <li>Iambic Pentameter</li> </ul>
	<ul style="list-style-type: none"> <li>In narratives, describe settings, character and atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Use the range of punctuation taught at KS2 mostly correctly</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this with mostly appropriate vocabulary</li> <li>Maintain legibility in joined handwriting when writing at speed.</li> <li>Write a recount in a specific form with a clear audience ensuring formality is appropriate</li> </ul>	
	<p style="text-align: center;"><b>Greater Depth</b></p>	<p style="text-align: center;"><b>Greater Depth</b></p>
	<ul style="list-style-type: none"> <li>Independently use a non-linear structure to show control of formality for different shifts of time</li> <li>Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality e.g. a formal speech with informal features</li> <li>Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper Article</li> </ul>	<ul style="list-style-type: none"> <li>Independently change the formality of the two narrators so that they contrast</li> <li>Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news</li> </ul>
	<ul style="list-style-type: none"> <li>Use a non-linear structure to show assured and conscious control of formality for different shifts of time</li> <li>Independently choose vocabulary and language features appropriately for the style and tone of the text</li> <li>Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Choose and combine different text types and associated language features for effect and specific purpose</li> <li>Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</li> </ul>	
	<p style="text-align: center;"><b>Spellings (taken from No Nonsense Spelling)</b></p>	



	Words with 'ough' letter strings	Strategies for learning words from statutory word lists	Words ending -cial and -tial	Proofreading someone else's writing	Generating words from prefixes	Revision of all statutory words learnt so far this Term
	Revision of previously learnt spellings	Homophones (Dessert/desert, stationary/stationery, complement/compliment, principle/principal, prophet/profit)	Homophones covered in Key Stage 2	Generating words from prefixes and roots	Strategies for learning words from the statutory word list	



## ENGLISH - YEAR 6

Texts	Summer 1			Summer 2		
<b>Holes</b>  <b>The Titanic</b> <b>Detective Agency</b>	<ul style="list-style-type: none"> <li>Narrative - Plan and write an extended narrative divided into chapters. Use descriptive and figurative language to create atmosphere</li> <li>Discussion – Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice</li> </ul>			<ul style="list-style-type: none"> <li>Narrative - Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader</li> <li>Non-Fiction Free Choice</li> <li>Free Verse</li> </ul>		
	<ul style="list-style-type: none"> <li>In narratives, describe settings, character and atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>Use the range of punctuation taught at KS2 mostly correctly</li> <li>Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this using mostly appropriate vocabulary</li> <li>Spell most words from the Y5/6 spelling list correctly, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul>					
<b>Greater Depth</b>			<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>Independently include dialogue to show shifts of formality; develop character and move the action forward</li> <li>Independently work out how to combine the discussion text within another type e.g. within a newspaper report, demonstrating assured and conscious control of formality.</li> </ul>			<ul style="list-style-type: none"> <li>Write the story they have always wanted to write, using a range of language and structural features which have been taught throughout KS2</li> </ul>			
<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>Use a range of punctuation taught at Key Stage 2 correctly and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>						
<b>Spellings (taken from No Nonsense Spelling)</b>						
Strategies for learning words: Rare GPCs from statutory word list	Strategies at the point of 'having a go'	Words ending in -ant, -ancy -ance	Proofreading own writing independently	Root words and meaning	Revision of spellings taught last term	

	Strategies for learning statutory word lists	Words ending in -ent, -ence, -ency	Homophones (draught/draft, dissent/descent, precede/proceed, wary/weary)	Strategies for learning commonly misspelt homophones		
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