

ST CUTHBERT'S CATHOLIC PRIMARY **SCHOOL**

ENGLISH CURRICULUM

2025-2026



ENGLISH - YEAR 1

Texts	Autumn 1	Autumn 2
Funny Bones The Jolly Pocket Postman	- The Place Value of Grammar & Punctuation - Retell a simple story with predictable phrases e.g. repetition of keyphrases. - Songs and repetitive poems. - Role play & Oracy	- Simple fact-file. - Poetry – Acrostic, shape and funny poems - Recount- Write sentences to match pictures, or sequences of pictures, illustrating an event. - Write a simple letter or invitation. - Role play & Oracy
Superworm Room on the Broom Highway Rat Smartest Giant Stick Man	- Use predictable and repeated phrases in own writing drawn from reading and role-play - Describe a character using simple adjectives - Write sentences to match pictures, or sequences of pictures, illustrating an event - Write simple instructions in order with some imperative verbs - Write sentences sometimes demarcated accurately with full stops - Begin to separate words with spaces - Begin to use capital letters for the beginning of sentences and for names - 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 - Makes phonetically plausible attempts to spell words that have not been learnt - Form many lower case letters in the correct direction, starting and finishing in the right place	
Spinderella	Greater Depth	Greater Depth
My Naughty Little Sister	- Add additional detail joining sentences using 'and'. - Structure writing by ordering sequence of events with use of words like first, next, after, when.	- Add additional character description. - Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.
	- Independently structure writing by ordering sequence of events with use of words like first, next, after, when. - Join clauses by using the conjunction 'and'. - Make careful choices of adjectives. - Distinguish between a statement and a command - Expand by including more instructional features e.g. numbered points	
	Spellings	
	Revise phase 3 tricky words	Revise phase 3 high frequency words Y1 common exception words

ENGLISH - YEAR 1

Texts	Spring 1	Spring 2
The Tiger who Came to Tea	- Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. - Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. - Poems about senses - Role play & Oracy	- Retell a familiar story in 3 parts. Include accurate sentence punctuation. - Shape & Humorous Poems - Role play & Oracy
Dogger		
Walter the Baker		
The Very Hungry Caterpillar	- Use traditional story language - Structure story into three parts - Describe a setting, something or someone with some appropriate adjectives - Write in first person using capital letter for “I” - Write sentences mostly demarcated by full stops and capital letters - Experiment with exclamation marks - Write in sequence using words to signal time e.g. first, next, then, after - Maintain past tense - Spell most common exception words taught so far - Form most lower case letters in the correct direction, starting and finishing in the right place. - Form lower-case letters of the correct size relative to one another in some of their writing	
Green Eggs and Ham		
The lighthouse keeps lunch		
Goldilocks and the Three Bears		
	Greater Depth	Greater Depth
The Magic Porridge Pot	- Focus on a descriptive setting. - Expand by using simple descriptive language to add detail.	- Write own version of the story recounting the information in sequence– then, next, after etc. - Expand sentences with conjunction ‘and’ use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.
The Tiger Who Came to Tea	- Independently choose to expand ideas and sentences using “and” - Independently choose to add detail using a variety of adjectives - Independently choose to use and apply vocabulary gathered from reading. - Consider the reader when making vocabulary choices - Read own writing to check it makes sense - Make simple edits and corrections to own writing after discussion with the teacher	
Supertato		
Superkitty		
	Spellings	



St. Cuthbert's Catholic Primary School – English Curriculum

	Revise phase 4 tricky words	Revise phase 4 high frequency words	Y1 common exception words
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ENGLISH - YEAR 1

Texts	Summer 1	Summer 2
Peace at Last	- Write a complete simple story in three parts based on own experiences or linked to a topic. Include accurate sentence punctuation. - Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation. - Role play & Oracy	- Persuasive advert. - Report- Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. - Consolidation of fact files, instructions and letters. - Riddles - Role play & Oracy
The Day the Crayons Quit		
Three Billy Goats		
Gingerbread Man	- Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. - Structure writing using some features of the given form - Write instructions with some expansion about something they know well including imperative verbs. - Assemble information about a topic, describing different aspects of the subject. - Use the conjunction “and” - Use descriptive language with some use of comparative and superlative adjectives - Spell words containing each of the 40+ phonemes taught - Use simple past and present verbs mostly accurately - Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences - Use spaces between words - Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits - Use features of standard English	
Snow White and the Seven Dwarfs		
Sleeping Beauty		
Aesop's Fables		
The Trouble with Trolls		
	Greater Depth	Greater Depth
Oi Dog/Oi Frog/Oi Cat	- Include some of the patterns & language of familiar stories e.g. repeating same words and phrases three times – “run, run as fast as you can” - Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list.	- Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives - Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.
Wonkey		

Donkey Owl Babies The Crocodile who didn't like water. Hairy Maclary	- Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories - Always think about reader as they write, making precise choices - Choose to expand ideas with simple conjunctions and descriptive language - Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately - Add the suffixes –ing, -ed, -er to spell many words correctly - Evaluate the impact of writing on the reader - Articulate own success criteria		
	Spellings		
	Phase 5 tricky words	Phase 5 high frequency words	Y1 common exception words

ENGLISH - YEAR 2

Text	Autumn 1			Autumn 2		
The Day the Crayons Came Back	• The Place Value of Grammar and Punctuation. • Retell a 3-part story that has a key central character. • Use information from research to group and assemble information into a short non-chronological report			• Retell a traditional tale –with repeated events using the rule of three. • Write a simple first-person recount linked to topic or personal experience maintaining past tense and consistent use of first person.		
Charlie Cooks Favourite Book	• Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language • Use information from research to group and assemble information into a short non-chronological report. • Write about a real event, recording it simply and clearly • Demarcate sentences with capital letters and full stops. • Understand how to write in the past tense • Write in the first and third person • Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another in some of their writing • 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 • Spell most common exception words taught so far					
Inside the Villains	Greater Depth			Greater Depth		
	• Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives • Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.			• Make the three events contrast by using adjectives and careful choice of expanded noun phrases. • Write same recount as a third person recount		
	• Expand information using some subordination AND co-ordination • Use some expanded noun phrases to describe and specify • Use a wider range of adjectives e.g. superlative and comparative adjectives • Structure own writing deciding on what goes in each part					
	Spellings (taken from No Nonsense Spelling)					
	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’

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

Text	Spring 1			Spring 2		
The Twits	- Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. - Poetry – Diamante, Haiku & Free Verse			- Plan and tell a story in four parts with clear use of subordination and co- ordination. - Biography		
	- Write simple, coherent narratives in four parts - Write about a real experience structured appropriately - Write instructions with some expansion about something they know well, inc imperative verbs & precise language choices, commands & negatives commands - Expand noun phrases to describe and specify - Demarcate many sentences with capital letters and full stops, and use question marks correctly when required - Use capital “I” for personal pronouns - Use a wider range of subordination (e.g. when/if/that/ because) to join clauses - Form lower-case letters of the correct size relative to one another in most of their writing - Use spacing between words that reflects the sizes of the letters - Spell common exception words covered so far					
	Greater Depth			Greater Depth		
	- Revise the way the nouns are expanded eg adjectives after the noun, before the nounand use of additional information. - Extend and clarify instructions using expanded nouns, subordination and co- ordinationto specify and add detail.			- Expand on the main event with a focus on use of verbs and adverbs - Change the form of the recount eg postcard, diary or letter considering how language and vocabulary choices may change.		
	- Write effectively and coherently to recount, instruct and entertain - Decide on the structure of writing based on its form. - Know what features to change when changing the form of writing. - Identify where words are spelt incorrectly - Edit own writing with simple corrections - Add suffixes to spell some words correctly - Experiment with cursive writing - Understand 1st person and 3rd person writing - Experiment with a range of ways of expanding nouns - Experiment with adverbs					
	Spellings (taken from No Nonsense Spelling)					
	Common exception words <i>most, both, only, move, prove, improve, should, would, could, most.</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>both, only</i>					
	/i:/ sound spelt 'ey'	/r/ sound spelt 'wr'	Adding '-es' to nouns and verbs ending in 'y'	/ɒ/ spelt 'a' after 'w' and 'qu'	/z/ spelt 's' /aɪ/sound spelt 'y'	Suffixes '-ful', '-less' and '-ly'-tion'

ENGLISH - YEAR 2

Text	Summer 1			Summer 2		
The Tunnel, Gorilla, Voices in the Anthony Browne	- Non-chronological report- Use the language and structural features in a specific form e.g. leaflet - Write a simple persuasive piece based on research, a topic of interest or a fictional book			- To plan and write a familiar story with a range of sentence types – applying the skills of Year 2. - To plan and write your own four-part story showing the use of a range of sentence types and language to add detail.		
	- Write simple, coherent narratives in four parts - Write about real events, recording these simply and clearly - Write a simple persuasive piece - Demarcate most sentences with capital letters and full stops, and use question marks correctly when required - Use past tense mostly correctly and consistently - Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses - Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters - Spell many common exception words - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others					
The BFG– Roald Dahl	Greater Depth			Greater Depth		
	- Expand on the language by introducing simple figurative language and more adventurous vocabulary. - Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform			- Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation - Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.		
	- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing - Experiment with simple figurative language - 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)* - Use the diagonal and horizontal strokes needed to join some letters - Independently choose to use features of different forms of writing showing awareness of audience and form.					
	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 end of words	/ʌ/ sound spelt 'o'	/l/ or /əl/ sounds spelt 'il' at the end of words	Common exception words		
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ENGLISH - YEAR 3

Text	Autumn 1			Autumn 2		
Voices in the Park	• The Place Value of Grammar & Punctuation • Setting description, how to create a distinct atmosphere.			• Write a story in four parts, in the first person with a definite ending • Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions		
Stone Age Boy						
A Series of Unfortunate Events	• Some use of inverted commas to mark direct speech - identify the character speaking and demarcate with inverted commas. • Maintain writing in the 1st person • Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. • Write a series of extended sentences to explain a process - use a range of conjunctions to expand sentences. • Show some awareness of different sentence openers including adverbs - begin some sentences with adverbs, two adjectives and similes • With support begin to use paragraphs to organise ideas - group sentences of the same topic • Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession • Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far • Use diagonal and horizontal strokes needed to join letters in some of their writing					
	Greater Depth			Greater Depth		
	• Change narrative into a third person story • Write same event in a different form e.g. as a story, letter or diary			• Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases. • Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience		
	• Independently choose and know what to adapt and include when changing the form of writing • Maintain writing in the 1st and 3rd person • Include additional features for the form and audience of the writing • Independently and accurately use the full range of punctuation taught at Key Stage 1 and in Year 3, and proof read to make corrections.					
	Spellings (taken from No Nonsense Spelling)					
	Suffixes from Year 2 -s, es, er, ed, ing	Prefixes Un, dis	Revise Y2 apostrophes for contractions	Ei sounds	Eigh sounds	Homophones (break, grate, eight, weight, son)
	Statutory word list	Prefixes Mis and re	/i/ sound spelt y	Proofreading	Words from statutory spelling lists	Words ending with /g/ sound spelt gue

ENGLISH - YEAR 3

Text	Spring 1	Spring 2
The Witches Gangsta Granny	- To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included. - Non-Chronological report - Write an information piece with clear audience requiring an impersonal style and specific choice of language features for more formal writing	- 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. - Persuasive adverts.
	- Retell or write own story varying voice and intonation to create effects and sustain interest - 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 - Write a formal information piece with a specific audience and specific form - Organise paragraphs around a theme - Use heading and sub-headings to aid presentation - Begin to experiment with figurative language - include the use of similes and personification - Use some words that capture the reader's interest, imagination and create a specific effect on the reader - Use inverted commas to punctuate direct speech - Capital letters, full stops, question marks and exclamation marks used mostly correctly - Spell many words correctly, adding prefixes & suffixes appropriately, spelling the correct form of homophones & spelling many common exception words correctly - Begin to use joined writing throughout independent writing	
	Greater Depth	Greater Depth
	- Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader. - Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article	- 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. - Compare the subject in the leaflet to another similar subject using language of comparison and contrast.
	- Use dialogue to support characterisation and set the scene to a story - Apt use of vocabulary especially verbs - Independently choose and know what to adapt and include when changing the form of writing - Inverted commas used mostly accurately - Use the language of comparison and contrast in report writing - Evaluate own writing against the purpose, text structure and audience.	
	Spellings (taken from No Nonsense Spelling)	



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

ENGLISH - YEAR 3

Text	Summer 1	Summer 2
Stig of the Dump Ancient Greek Myths	- Poetry – Clerihews, Limerick & Freeverse. - Non-Chronological report - Write an information piece with clear audience requiring an impersonal style and specific choice of language features	- 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 - 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.
	- Write a story that has a problem and a resolution and where dialogue is beginning to move the story on - Write increasingly complication instructions with clear audience ensuring they can be easily followed - Present a persuasive point of view in the form of a letter - Plan with a clear purpose, audience and form - Express time, place and cause using conjunctions - Independently organise paragraphs around a theme - Use expanded noun phrases to add detail and precision to writing - Capital letters, full stops, questions marks, commas in a list and apostrophes for contraction are mostly correct with very few errors - Use inverted commas to punctuate direct speech - Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly - Use joined writing throughout independent writing - Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.	
	Greater Depth	Greater Depth
	- Include detailed description of setting and time by using expanded nounphrases to give precise detail - Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.	- Revise the dialogue to provide strong characterisation - Change the viewpoint of the author selecting vocabulary appropriately.
	- Explain a range of organisational devices depending on the form and purpose of the writing - Select precise vocabulary based on the audience and style of writing - Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing - Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.	
	Spellings (taken from No Nonsense Spelling)	

	Suffixes from Year 2 -ed, -ing, -s, -es, -ness, -ful, -less, -ly	Prefixes dictation of taught suffixes	Suffix -ly with root words ending in le and ic	Revise: Year 2 apostrophe for contraction	Strategies for learning words from statutory spelling lists	Rare GPCs /i/ sounds
	Revise Y1 and Y2 vowel digraphs					

ENGLISH - YEAR 4

Texts	Autumn 1			Autumn 2		
Artemis Fowl Charlotte’s Web	• The Place Value of Grammar & Punctuation • Non-chronological report - Write a comparative report based on their own notes taken from several sources			• Narrative - Plan and write their own setting description of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures • Explanation - Write an explanation in an appropriate style adopting the use of language and grammar for the form and audience		
	• Plan and write their own version of a familiar story with a focus on varied and rich vocabulary • Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution • Write a recount in the 1st person with a clear audience and form • In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices e.g. puns, alliteration and invented words • Organise into paragraphs around a theme and for different sections of a story • Include descriptive and expanded noun phrases to evoke setting and make it more vivid • Use a varied and rich vocabulary drawn from reading • Begin to use fronted adverbials • Use inverted commas accurately to punctuate direct speech • Begin to use sentences with more than one clause • Spell some words from Year 3/4 correctly and spell words in contracted form correctly • Consistently use joined writing					
	Greater Depth			Greater Depth		
	• Add character descriptions designed to provoke sympathy or dislike in the reader • Make a change to the person it is written in, the audience or form and choose what text and language features to use.			• 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 • Change the advert into a different form e.g. poster to TV advert, changing organisational devices, use of vocabulary and linguistic devices		
	• Use character descriptions designed to provoke sympathy or dislike in the reader • 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 • Adapt or maintain writing in the 1st and 3rd person • Select form of writing and make vocabulary and grammar choice based on audience.					
	Spellings					
Strategies to encourage ‘having a go’ at	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	

	spellings					spelling lists
	Proof reading	Prefixes -in, -il, -im, and -ir	Strategies for learning newwords	words spelt with /ei/ sound	Words with the /j/ soundspelt ch	Suffixes beginning with vowel letters to words of more than on syllable - ing, - er, -en, -ed

ENGLISH - YEAR 4

Texts War Horse The Boy at the Back of the Class	Spring 1			Spring 2		
	• Narrative - Plan and write a complete story by identifying stages in the telling: introduction, build-up, climax or conflict, resolution • Recount - Write a recount in the form of a diary entry. Use direct quotes linking paragraphs together appropriately.			• Poetry – Kennings, Tetractys & Free Verse • Explanation - Write an explanation in an appropriate style adopting the use of language and grammar for the form and audience		
	• Plan a complete story focussed on organisational devices • Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere • Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience • Write a report with a clear audience and specific form • Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose • Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately • Use pronouns and nouns to aid cohesion and avoid repetition • Confidently use fronted adverbials using a comma after the fronted adverbial • Begin to use relative clauses • Develop the use of sentences with more than one clause					
	Greater Depth			Greater Depth		
	• Experiment with using different organisational devices with some attempt to link paragraphs together • Write same explanation in an informal style noting change of audience and form to suit this text			• Transform the narrative through a change in atmosphere, varying the vocabulary to support it • Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience		
	• Use a range of conjunctions to support cohesion within writing • Adapt style of writing based on a change to audience and form • Select own success criteria • Explore and manage the shifts between past and present tense appropriately within information texts • Use a range of descriptive techniques to manage changes in mood and atmosphere					
	Spellings					
	/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		
Harry Potter and the Philosophers Stone	• Narrative - Write in role as a character from a story • Persuasion – Write an advertisement focussing on how information should be presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices			• Narrative – using dialogue to move the story forward. • Informational Text – Biography		
	• In narratives, write in role and describe settings and characters using “show not tell” techniques • Write a recount in the form of a newspaper report • Write a comparative report based on their own notes taken from several sources • Use a range of devices to structure the writing and support the reader based on the form and purpose • 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) • Use fronted adverbials including the correct use of a comma • Develop the use of sentences with more than one clause by using a wider range of conjunctions • Effectively use conjunctions, adverbs and prepositions to express time, cause and place • Spell correctly most words from the Year 3/4 spelling list • Use joined-up writing throughout all independent writing • Make simple additions, revisions and proof-reading corrections to their own writing					
	Greater Depth			Greater Depth		
	• Change the narrative voice or write from two perspectives • Same recount in a different form and style e.g. Recount events as a diary			• Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood. • Turn the report into a clear form with a different audience e.g. fact file, webpage entry into a non-fiction book.		
	• 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 • Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood • Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation • Consistently use a range of conjunctions to support cohesion • Use a range of precise vocabulary • Consistently produce legible joined handwriting • Evaluate and re-draft own writing, proposing changes to grammar and vocabulary					
	Spellings					
	Words with the /s/ sound spelt	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

	SC					
	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

ENGLISH - YEAR 5

Texts	Autumn 1			Autumn 2		
Northern Lights Beowulf The Mysteries of Harris Burdick	• The Place Value of Grammar & Punctuation • Narrative - Write a five part story using language to evoke mood and atmosphere and develop characterisation.			• 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 • 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 • Poetry – Haiku & Renga		
	• 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 • Write a recount with a specific form an audience • Use literary devices such as repetition, alliteration, “rule of three • Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience • Begin to use dialogue to convey character and advance the action • Begin to use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • 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 aprepositional phrase • Spell most words correctly adding prefixes and suffixes appropriately, spelling the correct form of homophones					
	Greater Depth			Greater Depth		
	• Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar change to change the atmosphere • 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 •			• Change the story to focus on a different technique looking at how the language choice changes. • Write the same recount for two or three audiences, appealing to each onethrough managed shifts of formality		
	• Independently adapt language choices based on the audience and the intended impact on the reader • Write for more than one audience, managing changes in content, features and levels of formality • Embed one text-type within another, controlling the writing and maintain the overall purpose • Use a wide range of clause structures, sometimes varying their position within a sentence					
	Spellings					
Revise: Strategies at the point ofhaving 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
Frankenstein Room 13	• Narrative – Plan and tell a story demonstrating awareness of audience by using techniques such as recap and repetition. • 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	• Narrative - Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character • Procedural/recount text – Newspaper report with a wide range of presentational and organisational devices, carefully selecting vocabulary for Clarity • Poetry – Haiku & Renga
	• Effectively use dialogue to convey character and advance the action • Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness • Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases • Write a linear procedural text with a wide range of presentational and organisational devices • Use a wide range of presentational and organisational features to structure texts specific to the form and audience • Begin to adapt writing based on a change in the audience • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Use commas to clarify meaning and avoid ambiguity • Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons • 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 • Consistently produce legible joined handwriting	
	Greater Depth	Greater Depth
	• Adapt the story for a different audience, aiming for consistency in character and style • 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 • Combine the discussion text with another text type with a clear audience and form	• Change the story to show parallel narrators where events are portrayed simultaneously • Change to a non-linear structure with choices for the reader to refer to different sections • 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.
	• Develop writing into a parallel narrative telling the same events from two points of view • Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains • Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing • Independently enhance the effectiveness of writing through reading, evaluating and re-drafting • Use the full range of punctuation taught correctly and appropriately • Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.	

	Spellings					
	Strategies at the point of 'having a go'	From Y3/4 Apostrophe forpossession	Strategies for statutorywords	Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)	Rare GPCs dictation	Words ending in -able and –ibly
	Homophones (led/lead, steel/steal, alter/altar)	Proofreading: checkingfrom another source	Building words from rootwords	Words with the /i:/ soundspelt ei	ei and ie words	

ENGLISH - YEAR 5

ITexts	Summer 1			Summer 2		
	• Narrative - Plan and write a non-linear story e.g. flashbacks, parallel narrators.Experiment with different formalities for different shifts • Explanation – Plan, compose, edit and refine an explanation text; focussing on clarify,conciseness and impersonal style			• Discussion - Plan, compose, edit and refine a balanced discussion; presenting two sidesof an argument. Use words and phrases that support the overall viewpoints of thediscussion • Procedural text - with a wide range of presentational and organisational devices, carefully selecting vocabulary for Clarity		
	• 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 • Write with a non-linear structure • Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader • Plan compose, edit and refine an explanation text showing good awareness of the reader • Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary • Use dialogue to convey character and advance the action • Use prepositional phrases and expanded noun phrases to add detail, qualification and precision • Build cohesion wihin and across a paragraph using a range of devices • Spell correctly many words from Y5/6 • Consistently produce legible joined writing					
	Greater Depth			Greater Depth		
	• Use the non-linear structure to show changes in atmosphere and mood • Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report			• Add an additional voice demonstrating a change in formality • Transform the explanation or part of the explanation to a mixture of styles based onmultiple audiences		
	• Choose to combine text types to support overall effectiveness of the writing • Write effectively for multiple audiences selecting appropriate levels of formality and vocabulary choices • Select precise vocabulary and grammatical structures • Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader • Use the full range of punctuation taught correctly and appropriately • Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis • Develop own success criteria and make choices on audience and form of writing					
	Spellings					
	Strategies at the point of having a go	Statutory word list	Using etymological/morphological strategies for spelling	Proofreading for words onstatutory word lists	Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning,	Homophones

					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
Kensukes Kingdom Skellig	• The Place Value of Grammar & Punctuation • 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 • Persuasion - Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.	• Narrative - Change a play into a narrative. Setting description • Narrative recount - Plan and write a diary entry with a very distinct atmosphere e.g. suspense, panic, humour • 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
	• Integrate dialogue in narrative to convey character and advance the action • Describe settings and characters building a distinct atmosphere • Write a report with a distinct form & specific audience (e.g. webpage), selecting correct vocabulary & grammatical structures that reflect the level of formality required • Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader • Use layout devices such as headings, sub-headings, bullets and tables to structure texts • Write effectively for each purpose and selection audience, showing good awareness of the reader • Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader • Draw on their knowledge of etymology and morphology to support spelling • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly	
	Greater Depth	Greater Depth
	• Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control	• 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. • Independently change the report to include managed shifts of formality, appealing to different/multiple audiences

- 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
- Consciously control the structure of sentences
- Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately
- Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity
- Evaluate, draft and re-draft

Spellings (taken from No Nonsense 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

ENGLISH - YEAR 6

Texts	Spring 1	Spring 2
Once	• Narrative - Plan and write a story with two narrators to tell the story from different perspectives characterising speech. • Recount - Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog	• Explanation of events as a diary entry- Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader • 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 • Persuasive advert
A Kind of Spark	• In narratives, describe settings, character and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Use the range of punctuation taught at KS2 mostly correctly • Use verb tenses consistently and correctly throughout their writing • Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Select vocabulary and grammatical structures that reflect what the writing requires, doing this with mostly appropriate vocabulary • Maintain legibility in joined handwriting when writing at speed. • Write a recount in a specific form with a clear audience ensuring formality is appropriate	
	Greater Depth	Greater Depth
	• Independently use a non-linear structure to show control of formality for different shifts of time • 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 • Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper Article	• Independently change the formality of the two narrators so that they contrast • 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
	• Use a non-linear structure to show assured and conscious control of formality for different shifts of time • Independently choose vocabulary and language features appropriately for the style and tone of the text • Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes • Distinguish between the language of speech and writing and choose the appropriate register • Choose and combine different text types and associated language features for effect and specific purpose • Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Independently enhance the effectiveness of writing through reading, evaluating and redrafting	
	Spellings (taken from No Nonsense Spelling)	

	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		
Holes	- Narrative - Plan and write an extended narrative divided into chapters. Use descriptive and figurative language to create atmosphere - Instructional text using technical vocabulary. - Explanation – Plan, compose, edit and refine an explanation text; focussing on clarify,conciseness and an appropriate style.			- Narrative - Plan and write a continuation of a story manipulating characters,setting and events to amuse the reader - Non-Fiction Free Choice - Poetry – Ottava Rima & Free Verse		
The Titanic Detective Agency	- In narratives, describe settings, character and atmosphere - Integrate dialogue in narratives to convey character and advance the action - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - Use the range of punctuation taught at KS2 mostly correctly - Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs - Select vocabulary and grammatical structures that reflect what the writing requires, doing this using mostly appropriate vocabulary - Spell most words from the Y5/6 spelling list correctly, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary - Maintain legibility in joined handwriting when writing at speed.					
	Greater Depth			Greater Depth		
	- Independently include dialogue to show shifts of formality; developcharacter and move the action forward - Independently work out how to combine the discussion text within another type e.g. within a newspaper report, demonstrating assured and conscious control offormality.			Write the story they have always wanted to write, using a range of language and structural features which have been taught throughout KS2		
	- 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 - Distinguish between the language of speech and writing and choose the appropriate register - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this - Use a range of punctuation taught at Key Stage 2 correctly and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.					
	Spellings (taken from No Nonsense Spelling)					
	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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