**St Wilfrid’s Primary School. English Curriculum.**

**Books open the window to the world and have the power to transform lives – Ralph Lauren**

Here are the English overviews for each year group 1-6. The National curriculum expectations for all year groups are covered through our curriculum.

 Unless otherwise stated, each year group uses the no-nonsense spelling programme to meet the requirements for spelling in each year group.

The overviews highlight key good quality texts that are age appropriate to enable teachers to teach year group specific objectives.

There are some cross- curricular texts ensuring English is threaded throughout our curriculum. This is to enable our children to make links across subjects and skills they are learning to support them to embed learning from other subjects.

When choosing texts we looked at our children’s interests and, from experience, what had proved popular. We want every child to be a reader at St Wilfrid’s so we keep our choices of texts under review to enable us to change if we need to, in order to meet the needs of our children. We chose books that our children may not have the opportunity to be expose to anywhere else. We therefore have not chose a literary diet of Roal Dhal for each year group as we felt that these authors, although popular and have their place in school, are accessed by children at home. In line with our core values as a school, we wanted to ensure there was cultural diversity throughout our curriculum, as children often have not the experience outside their own world. We want our children to see beyond their ‘view’ and know there is more out there to achieve. Good quality texts will open those doors for them.

 The choice of genres was decide upon through consultation with an English consultant to ensure we build upon skills as children progress throughout school. For example children in Year 1 and Year 2 will write non-chorological reports and this is revisited again in Year 5 with a higher level of expectation as the children will have acquired a range of writing skills throughout Year 3 and 4 that will then be expected to be implemented in Year 5.

Narrative expectations build throughout the school, in the overview Year 1 are learning to retell stories using a range of tradition tales, with a focus on simple sentences, clarity on meaning and story structure. By Year 3, narrative expectations are to be using different perspectives and writing to persuade. More complex forms of narrative are built up to with Year 5 developing flashbacks and the use of formal and informal writing. By the time our children reach Year 6 they are ready to embark upon debates and journalist writing.

This revisiting skills and genres, and building upon previous learning helps children to maintain the English knowledge, skills and understanding throughout their time at St Wilfrid’s Primary School.

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| YEAR 1 | **Autumn**  | **Spring**  | **Summer**  |
| **Genre** | **Topic Link books** | **Books as models/Quality text to share** | **Genre** | **Topic Link books** | **Books**  | **Genre** | **Topic link books** | **Books as models/Quality texts to share** |
|  | **Non Fiction –** Non Chronological reportsLetter**Narrative**Fairy tales – innovated tales**Poetry**Commotion in the Ocean | History- Toys/Games –Major Glad, Major Dizzy Geography – Dougal Deep Sea Diver – Descriptions.  | Toys in space – Mini GrayNinja red riding HoodPumpkin soup – Model text for recipes/instructions | **Non fiction –** Information writing – Non chronological report – spring**Narrative** - Character descriptionSettingdescriptionsDiary - G & T - BMOM **Poetry –**weather - “Once upon a raindrop” | History - Great Explorers – “Bob man on the moon”– Letter from Bob “Stardust” - AmbitionGeography – Weather – “Once upon a raindrop”  | Traditional tales – The pea and the Princess – Alternative view point Where the Wild things are – Model text to magpie – Link to exploring“Foggy Foggy forest” – Model text for narrative | **Non Fiction** – Letters Non chronological report - Penguins**Narrative –** Comic stripsShort story – “My Pet Star”Magpie StoryTraditional tale – different cultureHanda’s Surprise | History – PompeiiGeography – Penguins - Fact sheets  Dear Greenpeace - LettersPlantsChanging of the seasons | – Posters, diaryThe Prince and the Porker“I Do Not Like Books Anymore” by Daisy HirstAnd Tango make three |
| cycles | assessments 2 weeks (beginning and mid way)Narrative: LRRH 3 weeksReport – Old toys 2 weeksPoetry – Rhyming string and performances 1 weekInstructions – pumpkin soup 2 weekReport - all about autumn 2 weeksLetter – Man on the Moon 2 weeks  | Assessment 1 week (mid way)Narrative: Innovated fairy tale 2 weeksReport – spring 2 weeksLetter – BMOM 2 weeks Instructions – How to make an alien 2 weeksPoetry – rhyming strings and attempt to compose “Once upon a raindrop” – 1 weeksCharacter description – “Stardust” 2 weeksDiary – G& T 2 weeks | Assessment – 1 weekReport – Penguins 2 weeksNarrative – Comic strips – 3 weeksLetter – Dear Greenpeace 2 weeksInstructions – Handa’s Surprise (fruit salad) 2 weeksShort story – My pet star 2 weeksReport – All about plants 2 weeks |
| **Grammar** | AdjectivesConnectivesA.Fingers Spaces | NounsSuffixes – ed –ing - s- es (plurals)A.Finger spaces?!Compound words-tch-v as in have | Prefixes –unSuffixes – ing – er- estA.Finger spaces?!Compound words |
| **Spelling** | **Taught as part of cycle**The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ckThe /ŋ/ sound spelt n before k**HFW taught in GR carousel**thetoInogointoofaasishishasfanmumatbutinupitdadoffoncangethadbackandnotbighimgotam | **Taught as part of cycle**-tch-v as in haveSuffixes – ed –ing - s- es (plurals)**HFW taught in GR carousel** hesheyoutheyweallmearebemywasher thanthatmuchthemthisthenwithwillnowbyputgoingdoornewpush | **Taught as part of cycle**Suffixes – ing – er- estDivision of words into syllables**HFW taught in GR carousel** ordayforseetooplayawaylooknightgirlseenwaytookgoodmaybeenboyoutfar pullliveloveoncetwoballcallfull |

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| YEAR  2 | **Autumn** | **Spring** | **Summer** |
| **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic link books** | **Books** |
|  | **Non Fiction** – Information textsInstructions**Narrative-** Story**Poetry** | Why does it matter where our food comes from? “The World Came to My Place Today” by Jo Readman and Ley Honor Roberts“Dominic Grows Sweetcorn” by Mandy Ross and Alison BartlettHistory Makers – Malala’s magic pencilLook Up -  | “Midnight Feasts” edited by A. F. HarroldBiscuit Bear – Mini Grey“Eat Your Peas” by Kes Gray & Nick Sharratt“Grendel: a Cautionary Tale about Chocolate” by David Lucas | **Non fiction**LettersNon Chronological report **Narrative** – Diary SettingsPoetry - World of Food/Midnight Feasts | Kampong Ayer – Water village – comparisonWW1 – “Flo of the Somme” – Hilary Robinson | “Flood” – Alvaro Villa Picture book“Before After”by Anne-Margot Ramstein and Matthias Arégui “Dougal’s Deep Sea diary” – Simon Bartram | **Non Fiction** - Non chron – Information textRecount**Narrative** – Magical story | Seaside – Flotsam – David Weinser“The Big Book of the Blue”  - Yuval Zommer  “Wave” by Suzy LeeLocal history | Three by the Sea – mini Grey Bog baby – Jeanne Willis - non chronological reportBilly’s Bucket – Kes Gray |
| **Spelling, Punctuation & Grammar** | **SPELLING**Spell Year 1 and 2 Common exception words throughout the year.Continue to spell by segmenting words into phonemes which have been taught. Spelling days of the week and months.Spell common homophones.Spell common contractions. Spelling rules from Appendix 1.**PUNCTUATION & GRAMMAR**Use capital letters, full stops, question marks and exclamation marks throughout the year. Commas in a list.Correct choice and consistent use of use of the present/ past tense.Teach which words are verbs, nouns, adjectives and adverbs and their job in the sentence.Use coordination in sentences : and, or, but.Teach how the grammatical patterns in a sentence indicate it’s function as a statement, question, exclamation or command. | **SPELLING**Spell common homophones and near homophones,Spell more complex contractions.Spell words by adding suffixes : -ness, -ment, -ful, -less, -lySpell compound words.Spelling rules from Appendix 1 **PUNCTUATION & GRAMMAR**Past, present and future tenses – use the progressive form of verbs in the present and past tense to mark actions in progress.Expanded noun phrases.Use subordination in sentences : when, if, that, because.Apostrophes - omission and possession. (don’t and Clare’s hat) | **SPELLING**Spell words with the possessive apostropheSpell common homophones and near homophones,Spell more complex contractions.Spell words by adding suffixes : -ness, -ment, -ful, -less, -lySpelling rules from Appendix**PUNCTUATION & GRAMMAR**Past, present and future tenses – use the progressive form of verbs in the present and past tense to mark actions in progress.Use subordination in sentences : when, if, that, because.Apostrophes - omission and possession. Continue to use all the SPAG rules and content taught consistently and appropriately depending on the type of writing genre.  |

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| YAER 3 | **Autumn**  | **Spring**  | **Summer**  |
| **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic link books** | **Books** |
|  | **Non fiction** – Diary**Narrative**Setting descriptionsLettersBlog | Earthquakes“Serafina’s Promise” – Ann E BurgStone age“Stone Age Boy “-Satoshi Kitamura“How to wash a woolly mammoth” – Michelle Robinson | “The street beneath my feet” – Charlotte Guillian“Stone Girl, bone Girl “– Laurence Anholt“Stig of the dump” Clive King | **Non fiction** Explanation – “Rules for…”**Narrative**Retell from first personRecount – Different perspective **Poetry –** Vocab and grammar focus | America“The man who walked between the towers “–Mordicai GersteinBronze AgeThe Boy with Bronze aXe – Kathleen Fidler (Love of reading text) | “The white Fox” – Jackie Morris“Race to the Frozen North” – Catherine Johnson“This Moose belongs to Me” – Oliver Jeffers | **Non Fiction**ExplanationsInformation Text – Poster **Narrative**PersuasionNarrative story – PSHCE link | Megacities“A World of Cities” – Lily MurrayIron Age – “Defenders – Pitch Invasion” – Tom Palmer | “Weasels” – Elys Dolan“The Tin forest” – Helen Ward“The Iron Man” – Ted Hugues“Fox” Margaret Wild |
| **Grammar** | TensesComma after fronted adverbialindicating possession by using the possessive apostrophe with singular and plural nounsextending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughExpressing time , place cause using conjunctionschoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionusing fronted adverbials | Expressing time , place cause using conjunctionsusing and punctuating direct speechusing the present perfect form of verbs in contrast to the past tense | using and punctuating direct speechindicating possession by using the possessive apostrophe with singular and plural nouns (revisited)Expressing time , place cause using conjunctionsusing commas after fronted adverbials |

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| YEAR 4 | **Autumn**  | **Spring**  | **Summer**  |
| **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic link books** | **Books** |
| 4 | **Non fiction**Persuasive letterAdverts – Persuasion**Narrative** – DiaryFirst person recountPoetry | Changes in local environmentRomans – Roman soldiers handbook | The Last Wolf – Mini GreyDefenders – Dark arena – Tom PalmerThe Lost Words – Jackie MorrisPoetry | **Non fiction** – Information textBalanced argumentExplanations**Narrative** – Myth/legend | Sustainable livingUntil I met Dudley – Roger McGoughAnglo Saxons – Odd and the Frost Giants – Neil Gaiman | The Promise – Nicola DaviesThe Story of Frog Belly Rat Bone – Timothy EringBoy in the Back of the class – Onjali Rauf SettlersMy name is not Refugee – Kate Milner“The Day War Came” illustrated by Rebecca Cobb | **Non Fiction**Persuasive speech**Narrative –** Quest story,setting description, character description.  | Contrasting landscapes“The Wonder Garden” – Jenny BroomVikings – BeowulfThe Dragons Hoard – Lari DonArthur and the Golden Rope – Joe Stanton | Mysterious traveller – Mal PeetNarrative workThe White Fox – Jackie Morriscontrasting location |
| **Grammar** | NNS (scheme)Statutory spelling words.Word endings.Possessive apostrophe with singular proper nouns.Homophones.Prefixes in-, il-, im-, ir-.Words with the sound spelt ‘ei’, ‘eigh’, ‘ey’, ‘ch’ and ‘ou’.Suffixes -ing, -er, -en and -ed. Proofreading.Year 3 revisit – clauses / subclausesStandard English forms for verb inflections instead of local spoken forms. (eg we were – not we was, I did- not I done.)Use of paragraphs to organise ideas round a theme.Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.Grammatical difference between plural and possessive – s.Use of adverbs and adverbialsPast tenseApostrophes to mark plural possession.Identify and use adverbials.Expanded noun phrases.Fronted adverbials.Use of commas after fronted adverbials.Inverted commas. **Learn grammar in Eng App 2. Terminology – determiner, pronoun, possessive pronoun, adverbial.** | NNS (scheme)Statutory spelling words.The /g/ sound spelt ‘gu.’ Word endings -ture.Possessive apostrophes with plurals.Homophones.Prefixes ‘anti- and inter-‘Word endings -cian, -sion, -tion, -ssion.Proofreading.Standard English forms for verb inflections instead of local spoken forms. (eg we were – not we was, I did- not I done.)Use of paragraphs to organise ideas round a theme.Formal and informal languageAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.SynonymsGrammatical difference between plural and possessive – s.Apostrophes to mark plural possession.Expanded noun phrases.Fronted adverbials.Use of commas after fronted adverbials.Inverted commas. Powerful verbs and adjectives.**Learn grammar in Eng App 2. Terminology – determiner, pronoun, possessive pronoun, adverbial.** | NNS (scheme)Statutory spelling words.Words with ‘s’ sound -spelt ‘sc’ - Latin origin.Apostrophes for possession, singular and plural.Homophones.Suffixes -ous, -sion, -lyPrefixes un-, dis-, in-, re-, sub-, inter-, super-, anti-, auto-. Proofreading.Standard English forms for verb inflections instead of local spoken forms. (eg we were – not we was, I did- not I done.)Use of paragraphs to organise ideas round a theme.Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.Grammatical difference between plural and possessive – s.Apostrophes to mark plural possession.Expanded noun phrases.Fronted adverbials.Use of commas after fronted adverbials.Inverted commas. **Learn grammar in Eng App 2. Terminology – determiner, pronoun, possessive pronoun, adverbial.** |

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| YEAR 5 | **Autumn 1** | **Spring 1** | **Summer 1** |
| **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic link books** | **Books** |
|  | **Narrative**Flash back story – C & TCF**Non Fiction**Non chronological reportComparative language – independent piecenon chronological – Imaginative animal for ModelInformal letter writing  | Science – Animal information booksEscape from Pompeii – Christina Balit Charlie & Chocolate Factory – Roald DhalNorth Pole Letters. | The Firework Makers daughter – Phillip PulmanThe Jabberwocky | **Narrative** – myth storiesRecount**Poetry**Easter – narrative poetry | Greek MythsA River – Marc MartinThe Rhythm of the rain – Graham Baker Smith SurvivorsEaster Cross Poem | The Mysteries of Harris Burdick – Chris Van AlsburgI know what you did last Wednesday – Anthony HorowitzAncient China- The Magic Paintbrush – Julia DonaldsonHalf minute horrors – Neil Gaiman | **Non fiction**BiographyAutobiographyExplanation textLetter writing – formal/informal Victorian links**Poetry** Mountain poetry | Survivors – David LongR.Dahl autobiography‘Rose and Rachel’ –letters modern day /Victorian  | Real Life mysteries –Susan MartineauStranger places – Hannah Wilson  |
| **Grammar** | Relative clausesConjuctions/comparative and contrasting language/connecting adverbs/ generalisersBrackets/ parenthesisSpeech marks Fronted adverbialsTense choices1st personExpanded noun phrasesCommas | ParagraphsOpenersAdverbs3rd personModal verbsCommas to clarify meaningNouns and verbs into suffixes | Cohesion(then, after..)Adverbials of timePossessive apostropheRevision and application of grammar |

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| YEAR 6 | **Autumn**  | **Spring**  | **Summer**  |
| **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic Link books** | **Books** | **Genre** | **Topic link books** | **Books** |
|  | **Non Fiction**Persuasive letterSpeech – Climate change (Formal writing)**Narrative** – Atmospheric writing**Poetry**Rap | Climate change – The Flower – John LightMayan – Rain Player – David Wisniewiski | Wolf Wilder – Kathryn RundellThe Boy in the Tower – Polly Ho Yen Topic link – Climate change | **Non Fiction**Adverts/Leaflets – Fair trade food Balanced argument**Narrative** historical fiction – DiaryAdventure story – next chapter**Poetry**Modern Slavery | Fair TradeBritish Empire  | Kick – Mitch JohnsonThe Elephant Thief – Jane KerrHound of the Baskervilles – Henry Brook | **Narrative** – Short narrative – Macbeth & B of B – Contrasting battle sceneLetter - Formal**Non fiction**NewspaperExplanations – Young Leaders/Science**Poetry**War poems | National ParksThe Last Tree – Ingrid ChabbertBattle Of Britain | Macbeth – Leon GarfieldMy Secret War Diary – Flossy Albright – Marcia WilliamsLetters from the Lighthouse – Emma Carroll Goodnight Mr Tom – Michelle Magorian |
| **S** | Following spelling scheme |
| **Grammar** | recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsusing the perfect form of verbs to mark relationships of time and causeusing expanded noun phrases to convey complicated information conciselyModal verbsusing semicolons, colons or dashes to mark boundaries between independent clauses | using passive verbs to affect the presentation of information in a sentenceusing relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronounusing commas to clarify meaning or avoid ambiguity in writingusing hyphens to avoid ambiguityusing brackets, dashes or commas to indicate parenthesisUsing punctuation and grammar to indicate levels of formality | expanded noun phrases using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronounusing a colon to introduce a listpunctuating bullet points consistentlyUsing speech to advance the action or convey characterrecognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |