**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 reports  Letter  **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 Gray  Ninja red riding Hood  Pumpkin soup – Model text for recipes/instructions | **Non fiction –** Information writing – Non chronological report – spring  **Narrative** -  Character description  Setting  descriptions  Diary - G & T - BMOM    **Poetry –**weather -  “Once upon a raindrop” | History - Great Explorers – “Bob man on the moon”– Letter from Bob  “Stardust” - Ambition  Geography – 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 strips  Short story – “My Pet Star”  Magpie Story  Traditional tale – different culture  Handa’s Surprise | History – Pompeii  Geography –  Penguins - Fact sheets    Dear Greenpeace - Letters  Plants  Changing of the seasons | – Posters, diary  The Prince and the Porker  “I Do Not Like Books Anymore” by Daisy Hirst  And Tango make three |
| cycles | assessments 2 weeks (beginning and mid way)  Narrative: LRRH 3 weeks  Report – Old toys 2 weeks  Poetry – Rhyming string and performances 1 week  Instructions – pumpkin soup 2 week  Report - all about autumn 2 weeks  Letter – Man on the Moon 2 weeks | | | Assessment 1 week (mid way)  Narrative: Innovated fairy tale 2 weeks  Report – spring 2 weeks  Letter – BMOM 2 weeks  Instructions – How to make an alien 2 weeks  Poetry – rhyming strings and attempt to compose “Once upon a raindrop” – 1 weeks  Character description – “Stardust” 2 weeks  Diary – G& T 2 weeks | | | Assessment – 1 week  Report – Penguins 2 weeks  Narrative – Comic strips – 3 weeks  Letter – Dear Greenpeace 2 weeks  Instructions – Handa’s Surprise (fruit salad) 2 weeks  Short story – My pet star 2 weeks  Report – All about plants 2 weeks | | |
| **Grammar** | Adjectives  Connectives  A  .  Fingers Spaces | | | Nouns  Suffixes – ed –ing - s- es (plurals)  A  .  Finger spaces  ?  !  Compound words  -tch  -v as in have | | | Prefixes –un  Suffixes – ing – er- est  A  .  Finger spaces  ?  !  Compound words | | |
| **Spelling** | **Taught as part of cycle**  The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck  The /ŋ/ sound spelt n before k  **HFW taught in GR carousel**  the  to  I  no  go  into  of  a  as  is  his  has  f  an  mum  at  but  in  up  it  dad  off  on  can  get  had  back  and  not  big  him  got  am | | | **Taught as part of cycle**  -tch  -v as in have  Suffixes – ed –ing - s- es (plurals)  **HFW taught in GR carousel**  he  she  you  they  we  all  me  are  be  my  was  her than  that  much  them  this  then  with  will  now  by  put  going  door  new  push | | | **Taught as part of cycle**  Suffixes – ing – er- est  Division of words into syllables  **HFW taught in GR carousel**  or  day  for  see  too  play  away  look  night  girl  seen  way  took  good  may  been  boy  out  far pull  live  love  once  two  ball  call  full | | |

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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 texts  Instructions  **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 Bartlett  History Makers – Malala’s magic pencil  Look Up - | “Midnight Feasts” edited by A. F. Harrold  Biscuit Bear – Mini Grey  “Eat Your Peas” by Kes Gray & Nick Sharratt  “Grendel: a Cautionary Tale about Chocolate” by David Lucas | **Non fiction**  Letters  Non Chronological report  **Narrative** –  Diary  Settings  Poetry -  World of Food/Midnight Feasts | Kampong Ayer – Water village – comparison  WW1 –  “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 text  Recount  **Narrative** –  Magical story | Seaside – Flotsam – David Weinser  “The Big Book of the Blue”  - Yuval Zommer  “Wave” by Suzy Lee    Local history | Three by the Sea – mini Grey  Bog baby – Jeanne Willis - non chronological report  Billy’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, -ly  Spell 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 apostrophe  Spell common homophones and near homophones,  Spell more complex contractions.  Spell words by adding suffixes :  -ness, -ment, -ful, -less, -ly  Spelling 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 descriptions  Letters  Blog | Earthquakes  “Serafina’s Promise” – Ann E Burg  Stone 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 person  Recount – Different perspective  **Poetry –** Vocab and grammar focus | America  “The man who walked between the towers “–Mordicai Gerstein  Bronze Age  The 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**  Explanations  Information Text – Poster  **Narrative**  Persuasion  Narrative story – PSHCE link | Megacities  “A World of Cities” – Lily Murray  Iron Age – “Defenders – Pitch Invasion” – Tom Palmer | “Weasels” – Elys Dolan  “The Tin forest” – Helen Ward  “The Iron Man” – Ted Hugues  “Fox” Margaret Wild |
| **Grammar** | Tenses  Comma after fronted adverbial  indicating possession by using the possessive apostrophe with singular and plural nouns  extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Expressing time , place cause using conjunctions  choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  using fronted adverbials | | | Expressing time , place cause using conjunctions  using and punctuating direct speech  using the present perfect form of verbs in contrast to the past tense | | | using and punctuating direct speech  indicating possession by using the possessive apostrophe with singular and plural nouns (revisited)  Expressing time , place cause using conjunctions  using 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 letter  Adverts – Persuasion  **Narrative** –  Diary  First person recount  Poetry | Changes in local environment  Romans – Roman soldiers handbook | The Last Wolf – Mini Grey  Defenders – Dark arena – Tom Palmer  The Lost Words – Jackie Morris  Poetry | **Non fiction** –  Information text  Balanced argument  Explanations  **Narrative** – Myth/legend | Sustainable living  Until I met Dudley – Roger McGough  Anglo Saxons – Odd and the Frost Giants – Neil Gaiman | The Promise – Nicola Davies  The Story of Frog Belly Rat Bone – Timothy Ering  Boy in the Back of the class – Onjali Rauf Settlers  My 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 Broom  Vikings –  Beowulf  The Dragons Hoard – Lari Don  Arthur and the Golden Rope – Joe Stanton | Mysterious traveller – Mal Peet  Narrative work  The White Fox – Jackie Morris  contrasting 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 / subclauses  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.  Use of adverbs and adverbials  Past tense  Apostrophes 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 language  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.  Synonyms  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.  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, -ly  Prefixes 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 report  Comparative language – independent piece  non chronological – Imaginative animal for Model  Informal letter writing | Science – Animal information books  Escape from Pompeii – Christina Balit  Charlie & Chocolate Factory – Roald Dhal  North Pole Letters. | The Firework Makers daughter – Phillip Pulman  The Jabberwocky | **Narrative** – myth stories  Recount  **Poetry**  Easter – narrative poetry | Greek Myths  A River – Marc Martin  The Rhythm of the rain – Graham Baker Smith  Survivors  Easter Cross Poem | The Mysteries of Harris Burdick – Chris Van Alsburg  I know what you did last Wednesday – Anthony Horowitz  Ancient China-  The Magic Paintbrush – Julia Donaldson  Half minute horrors – Neil Gaiman | **Non fiction**  Biography  Autobiography  Explanation text  Letter writing – formal/informal  Victorian links  **Poetry**  Mountain poetry | Survivors – David Long  R.Dahl autobiography  ‘Rose and Rachel’ –letters modern day /Victorian | Real Life mysteries –Susan Martineau  Stranger places – Hannah Wilson |
| **Grammar** | Relative clauses  Conjuctions/comparative and contrasting language/connecting adverbs/ generalisers  Brackets/ parenthesis  Speech marks  Fronted adverbials  Tense choices  1st person  Expanded noun phrases  Commas | | | Paragraphs  Openers  Adverbs  3rd person  Modal verbs  Commas to clarify meaning  Nouns and verbs into suffixes | | | Cohesion(then, after..)  Adverbials of time  Possessive apostrophe  Revision 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 letter  Speech – Climate change (Formal writing)  **Narrative** –  Atmospheric writing  **Poetry**  Rap | Climate change – The Flower – John Light  Mayan –  Rain Player – David Wisniewiski | Wolf Wilder – Kathryn Rundell  The Boy in the Tower – Polly Ho Yen Topic link – Climate change | **Non Fiction**  Adverts/Leaflets – Fair trade food  Balanced argument  **Narrative**  historical fiction – Diary  Adventure story – next chapter  **Poetry**  Modern Slavery | Fair Trade  British Empire | Kick – Mitch Johnson  The Elephant Thief – Jane Kerr  Hound of the Baskervilles – Henry Brook | **Narrative** – Short narrative – Macbeth & B of B – Contrasting battle scene  Letter - Formal  **Non fiction**  Newspaper  Explanations – Young Leaders/Science  **Poetry**  War poems | National Parks  The Last Tree – Ingrid Chabbert  Battle Of Britain | Macbeth – Leon Garfield  My Secret War Diary – Flossy Albright – Marcia Williams  Letters 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 forms  using the perfect form of verbs to mark relationships of time and cause  using expanded noun phrases to convey complicated information concisely  Modal verbs  using semicolons, colons or dashes to mark boundaries between independent clauses | | | using passive verbs to affect the presentation of information in a sentence  using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  using commas to clarify meaning or avoid ambiguity in writing  using hyphens to avoid ambiguity  using brackets, dashes or commas to indicate parenthesis  Using 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 pronoun  using a colon to introduce a list  punctuating bullet points consistently  Using speech to advance the action or convey character  recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms | | |