



English Curriculum Plan – Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Outcome: Children begin to write simple words and captions; attempts at writing their own name, labels, simple words; can write or copy the words <i>is, I, the</i></p>	<p>Outcome: Children can write simple words and labels using taught GPCs, include some tricky words; write their name, simple familiar phrases or captions;</p>	<p>Outcome: Children begin to write phrases that include Phase 3 sounds; use tricky words; may write simple sentences or captions; attempt correctness of formation, spacing, basic punctuation</p>	<p>Outcome: Children write phrases or a simple sentence; greater accuracy with spelling and punctuation</p>	<p>Outcome: Children write a simple sentence; use more complex words; some correct usage of suffixes; spelling of tricky and high-frequency words more accurate; punctuation more consistent</p>	<p>Outcome: By end of Reception, children will write a sentence using taught GPCs; write tricky words correctly; apply spacing, punctuation and letter formation to all writing; ready for Year 1 expectations</p>
<p>Drawing Club Focus on writing initial sounds, simple CVC words and correct formation of letters</p> <p>Not now Bernard Vocabulary: gobble, chomp, leak, destroy, splat</p> <p>What's in the Witch's Kitchen? Vocabulary: slimy, disgusting, laugh, spooky, tasty</p> <p>Would you rather? Vocabulary: danger, boiling, freezing, brave, fool</p> <p>Chicken Licken Vocabulary: smile, magic, believe, royal, crafty</p> <p>White hen and the fox Vocabulary: snooze, flame, begin, full, escape</p>	<p>Drawing Club Focus on writing simple CVC, CVCC words and short phrases</p> <p>The Smartest Giant in Town Vocabulary: smartest, kindest, caring, helpful, proud</p> <p>Puff the Magic Dragon Vocabulary: Autumn, roar, gigantic, forever, lookout</p> <p>The Storm Whale Vocabulary: shore, distance, listener, storm, wonder</p> <p>Penguin Vocabulary: nibble, quiet, friend, swallow, love</p> <p>Stickman Vocabulary: snowy, float, weave, woolly, frozen</p> <p>The Christmas Pine: Vocabulary: journey, alone, lost, decorations, missing</p>	<p>Drawing Club Write simple phrases which include phase 3 graphemes and tricky words</p> <p>Goldilocks Vocabulary: piping hot, guzzle, large, medium, empty</p> <p>Pirate Pete Vocabulary: journey, ocean, steer, directions, adventure</p> <p>Penguin Vocabulary: Talk, swallow, nibble, love, silent</p> <p>The Gingerbread Man Vocabulary: leap, block, soggy, upset, speed up</p> <p>Hansel and Gretal Vocabulary: wicked, cauldron, clever, swish, double</p> <p>Lost and Found Vocabulary: Confused, tiny, construct, sad, lost</p>	<p>Drawing Club Write a simple sentence with use of capital letter and full stop</p> <p>Little Red Hen Vocabulary: ingredients, baking, unhelpful, together, mixing</p> <p>The Hairy Toe Vocabulary: creep, swirling, old, fearful, secret</p> <p>The Magic Porridge Pot Vocabulary: magical, gloopy, chat, steaming, never ending</p> <p>Farmer Duck Vocabulary: tired, lift, sneaky, shocked, lazy</p> <p>The Colour Monster Vocabulary: shimmering, sobbing, disappear, shy, angry</p> <p>Meg and Mog Vocabulary: explode, climb, remain, transform, stomping</p>	<p>Drawing Club Write a short sentence with phase with tricky and high frequency words and use of punctuation</p> <p>Room on the Broom Vocabulary: whoosh, fiery, horrible, passenger, add</p> <p>The Three Little Pigs Vocabulary: celebrate, construct blow, strong, disappear</p> <p>We're going on a Bear Hunt Vocabulary: joyful, tiptoe, hide, wandering, panic</p> <p>Jack and the Beanstalk Vocabulary: chopping, massive, Falling, climb, boom</p> <p>Superworm Vocabulary: zoom, strong indestructible, transform, wriggling</p> <p>Three Billy Goats Gruff Vocabulary: triple, fearless, creaky, horrid, scared</p>	<p>Drawing Club Write a sentence using taught GPCs, tricky words, finger spaces and full stops</p> <p>Tiddler Vocabulary: daydream, celebrating, communicate, join, left</p> <p>The Diddler that Dummed Vocabulary: roared, looking, wondering, write, stop</p> <p>The Night Pirates Vocabulary: journey, awful, ask, muddy,</p> <p>The 100 Decker Bus Vocabulary: layer, blow, unsure, crew, expand</p> <p>A Little bit Brave Vocabulary: scared, marched, strength, adventure, shouted</p> <p>Stuck Vocabulary: cling, rescue, collect. interest, throw</p>
<p>Helicopter Stories - Marvellous Me Focus: Introducing Helicopter Stories Goal: Children understand the process (dictate → act out). Activities: Model simple stories (1–2 sentences). Encourage stories about themselves (e.g., “I went to the park”).</p>	<p>Helicopter Stories -Celebrations Focus: Expanding ideas Goal: Add characters and events. Activities: Prompt with festive themes (birthday, fireworks). Encourage “and then...” to extend stories.</p>	<p>Helicopter Stories - Explorers Focus: Adventure and imagination Goal: Introduce settings and problems. Activities: Use props/maps to inspire stories. Encourage “problem and solution” (e.g., lost treasure).</p>	<p>Helicopter Stories - Once Upon a Time Focus: Narrative structure Goal: Beginning, middle, and end. Activities: Retell traditional tales in own words. Invent new endings or characters.</p>	<p>Helicopter Stories - Animal Magic Focus: Character development Goal: Add feelings and dialogue. Activities: Stories about animals Encourage “said” in dictation. Skills: Emotional vocabulary, dialogue.</p>	<p>Helicopter Stories - The Great Outdoors Focus: Independence and creativity Goal: Children create longer, imaginative stories independently. Activities: Open-ended prompts (magic garden, adventure picnic).</p>



<p>Skills: Speaking in full sentences, basic sequencing (beginning).</p>	<p>Skills: Beginning and middle structure, using descriptive words.</p>	<p>Skills: Sequencing events, using positional language.</p>	<p>Skills: Story language (“Once upon a time”, “The end”).</p>		<p>Encourage multiple characters and settings. Skills: Cohesion, sequencing, descriptive language.</p>
<p>Phonics / spelling Phase 2 graphemes: Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r Week 5 h b f l <u>New tricky words:</u> is, I, the</p>	<p>Phonics / spelling Phase 2 graphemes: Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu, words with s /s/ added at the end (hats sits), ch Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits), words ending s /z/ (his) and with s /z/ added at the end (bags) <u>New tricky words:</u> as, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p>	<p>Phonics / spelling Phase 3 graphemes: Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er, words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words <u>New tricky words:</u> was, you, they, my, by, all, are, sure, pure</p>	<p>Phonics / spelling Phase 3 graphemes: Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air, words with double letters, longer words Week 3 words with two or more digraphs Week 4 longer words, words ending in -ing, compound words Week 5 longer words, words with s in the middle /z/ s, words ending -s, words with -es at end /z/ <u>No new tricky words:</u> Review all taught so far, secure spelling</p>	<p>Phonics / spelling Phase 4 graphemes: Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC, longer words Week 4 longer words, compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <u>New tricky words:</u> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phonics / spelling Phase 4 graphemes: Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/, Phase 4 words ending -s /z/ Phase 4 words ending -es, longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in: -s /s/, -s /z/, -es, longer words <u>No new tricky words:</u> Review all taught so far, secure spelling</p>
<p>Handwriting The aim of teaching handwriting in Reception class is to teach handwriting using the printed method. The teaching sequence starts with ‘getting ready for handwriting’ including warm-up exercises, sitting position and tripod pencil grip, continuing on to teach how to correctly write all lower-case letters. 1) Pre-writing patterns - 20 lessons 2) Easy letters and words - 25 lessons 3) Harder letters and words - 25 lessons</p>					
<p>Sharing writing Write simple phrases and sentences that can be read by others.</p>					
<p>Grammar and punctuation: Punctuation • Separation of words with spaces • Introduction to capital letters, full stops,</p>					
<p>Reading Reception follow the Little Wandle reading scheme. This is delivered through small group sessions, three times a week for 20-minute. Each session has a distinct focus: the first on decoding, where children apply their phonics knowledge to read the sounds and words in their decodable text; the second on prosody, where they practise reading aloud with expression, intonation, phrasing and meaning; and the third on comprehension, where they discuss and answer questions to deepen understanding of what they’ve read. Before each read, teachers introduce and explain key vocabulary to support understanding, and during prosody focus they model expressive reading to scaffold the children’s fluency.</p>					



English Curriculum Plan – Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Text: Lost and Found – 2wks Purpose: Entertain Outcome: Predict a story from selected pictures. Sequence and retell the story Features: Story retold in correct sequence. Say aloud what going to write about. Compose sentence orally before writing. Sequence sentences to form short narratives. G&P: Capital letters, full stops, finger spaces. Letter formation.</p>	<p>Text: Katie in London - 2wks Purpose: Entertain Outcome: Labelled story map of journey adding an extra destination. Retell story oral and written using story map Features: Story retold in correct sequence. Landmarks labelled. Compose sentence orally before writing. Sequence sentences to form short narratives. G&P: CL for people, place and pronoun 'I'. full stops, finger spaces. Letter formation. Begin to use question marks. 'ed' and 'ing' endings.</p>	<p>Text: The Gruffalo – 2wks Purpose: Entertain Outcome: Labelled story map. Label picture of the Gruffalo Features: Correctly sequenced story. Recognise rhyming words, adjectives for Gruffalo labels. Labels on character. G&P: Speech marks in reading. Use of 'and' to join words and clauses. CL for proper nouns. Begin to use a question mark.</p>	<p>Text: Jack and the Beanstalk – 3wks Purpose: Entertain Outcome: Retell the story. Orally compose sentence to describe the setting and the main character. Features: saying out loud what they are going to write about, composing a sentence orally, sequencing sentences to form short narratives. Read aloud to check it makes sense. G&P: 'ed' and 'ing' endings. Begin to use exclamation marks. CL for names of people, FS, finger spaces.</p>	<p>Text: The Storm Whale – 3wks Purpose: Inform. Entertain. Outcome: Facts about sea creatures. Retell the story as a diary from main character's point of view. Features: Use single clause sentences to describe favourite sea creature. Saying out loud what they are going to write about, composing a sentence orally. Re-read to check for sense. Start with Dear diary, write in first person. G&P: CL, FS, Question marks</p>	<p>Text: Dougal's Deep Sea Diary – 3wks Purpose: Entertain Outcome: Sequence the story. Use the pictures to orally compose sentences to describe the scene. Retell the story through Dougal's diary Features: Saying out loud what they are going to write about, composing a sentence orally. Re-read to check for sense. Start with Dear diary, write in first person. G&P: CL for names of people, places, the days of the week, and the personal pronoun 'I'</p>
<p>Text: Lost in the Toy Museum - 2wks Purpose: Entertain Outcome: Retell story, letter to your favourite toy. Features: Story retold in correct sequence. Letter includes, dear, from using sentence stems. Compose sentence orally before writing. Re-read sentences for sense. G&P: CL, FS, finger spaces. Joining words with 'and'. CL for names of people and pronoun 'I'. Letter formation, including capital letters.</p>	<p>Text: Coming to England – 2wks Purpose: Inform Outcome: Letter home to recount events. Features: Letter includes dear, from. Events retold in correct sequence. Compose sentence orally before writing. Sequence sentences to form short narratives. G&P: CL, FS, finger spaces. Joining words and clause with 'and'. CL for names of people, places and pronoun 'I'. Letter formation, including capital letters.</p>	<p>Text: The Snail and the Whale 2wks Purpose: Entertain Outcome: Predict story. Orally compose sentence to describe the setting. Retell the story in correct sequence. Features: Say aloud what going to write about. Sequencing sentences to form short narratives Read aloud their writing clearly. Recognise rhyming words. G&P: 'ed' endings. CL, FS, finger spaces. Joining words and clause with 'and'. Begin to use question marks.</p>	<p>Text: Goldilocks and the Three Bears – 3wks Purpose: Entertain and inform Outcome: Retell the story. Wanted poster, porridge making instructions. Features: Saying out loud what they are going to write about, composing a sentence orally, sequencing sentences to form short narratives, re-read what they have written to check that it makes sense G&P: 'ed' and 'ing' endings. Regular plural noun suffixes. 'er' endings. Begin to use exclamation marks.</p>	<p>Text: The Emerald Forest – 3wks Purpose: Inform Outcome: Facts about orangutans and another chosen rainforest animal. Features: Orally compose sentences to inform others about orangutans (answering a simple set of questions) Re-read what they have written to check that it makes sense Read aloud their writing clearly G&P: Consolidate use of question mark..</p>	<p>Text: The Secret of Black Rock – 3wks Purpose: Entertain Outcome: Use pictures to describe the setting. Retell story through Katie's diary. Features: Adjectives for description. Saying out loud what they are going to write, compose sentence orally. Re-read to check for sense. Read aloud their writing clearly enough to be heard by their peers and the teacher G&P: pre-fix 'un' and suffixes 'est' and 'er'.</p>
<p>Text: The History of Toys - 3wks Purpose: Inform Outcome: Invitation, poster, labels Features: Invitation features include dear, from. Poster includes time, date, event as modelled. Labels with single clause sentence. Compose sentence orally before writing. Re read for sense and share sentence. G&P: CL, FS, finger spaces. Joining words and clause with 'and'. CL for names of people, days of week and pronoun 'I'. Letter formation, including capital letters.</p>	<p>Text: Simple recipe cards/ craft instructions – 2wks Purpose: Inform Outcome: Instructions for making a celebration card. Features: Correct sequence of instructions with numbered steps. Compose sentence orally before writing. Re-read sentences for sense. G&P: CL, FS, finger spaces. Joining words and clauses with 'and'. Letter formation, including capital letters and number formation. .</p>	<p>Text: 'My Treasures' Kate Wakeling - 1wk Purpose: Poetry to perform Outcome: Write about own treasures based on sentence stems form the original poem. Features: Use adjectives to describe. Say aloud what going to write about. Read aloud their writing clearly. G&P: CL, FS, finger spaces.</p>			



<p>Phonics / Spelling Phase 3/4 review + 4 Phase 5 GPCs</p> <p>Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Week 2 air er /z/ s -es, words with two or more digraphs e.g. queen thicker</p> <p>Week 3 Phase 4: CVCC CCVC CCVCC CCCVC, Phase 4 with long vowels</p> <p>Week 4 Phase 5 /ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ee/ ea each</p> <p>Week 5 review longer word</p> <p><u>Review tricky words:</u> the, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today</p>	<p>Phonics / Spelling Phase 5 graphemes</p> <p>Week 1 /ur/ ir bird, /igh/ ie pie, /oo/ /yoo/ ue blue rescue, /yoo/ u unicorn</p> <p>Week 2 /oa/ o go, /igh/ i tiger, /ai/ a paper, /ee/ e he</p> <p>Week 3 /ai/ a-e shake, /igh/ i-e time, /oa/ o-e home, /oo/ /yoo/ u-e rude cute</p> <p>Week 4 /ee/ e-e these, /oo/ /yoo/ ew chew new, /ee/ ie shield, /or/ aw claw</p> <p>Week 5 Grow the code: /igh/ ie i i-e, /ai/ ay a a-e, /oa/ oa o o-e, /ee/ e ie e-e ea, /oo/ /yoo/ ew u-e u ue</p> <p><u>New tricky words:</u> their, people, oh, your, Mr, Mrs Ms, could, would should, our, house, mouse, water, want</p>	<p>Phonics / Spelling Phase 5 graphemes</p> <p>Week 1 /ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder</p> <p>Week 2 /igh/ y fly, /oa/ ow snow, /j/ g giant, /f/ ph phone</p> <p>Week 3 /l/ le al apple metal, /s/ c ice, /v/ ve give</p> <p>Week 4 /u/ o-e o ou some mother young, /z/ se cheese, /s/ se ce mouse fence, /ee/ ey donkey</p> <p>Week 5 Grow the code: /oo/ u ew ue u-e ui oo oo fruit soup, /ee/ ea e e-e ie ey y ee, /s/ c se ce ss, /z/ se s zz, /oa/ ow oe ou o-e o oa</p> <p><u>New tricky words:</u> any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work</p>	<p>Phonics / Spelling Phase 5 graphemes</p> <p>Week 1 /ur/ or word, /oo/ u owl awful would, /air/ are share, /or/ au aur oor al author dinosaur floor walk</p> <p>Week 2 /ch/ tch match, /ch/ ture adventure, /ar/ al half, /ar/ a father</p> <p>Week 3 /or/ a water, Schwa in longer words: different, /o/ a want, /air/ ear ere bear there</p> <p>Week 4 /ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science, Schwa at the end of words: actor</p> <p>Week 5 /c/ ch school, /sh/ ch chef, /z/ /s/ ce se ze freeze</p> <p><u>New tricky words:</u> once, laugh, because, eye</p>	<p>Phonics / Spelling Review Phase 5 GPCs for phonics screening check</p> <p>Week 1 ay play, a-e shake, ea each e he</p> <p>Week 2 ie pie, i-e time, o go, o-e home</p> <p>Week 3 ue blue rescue, ew chew new, u-e rude cute, aw claw</p> <p>Week 4 ea head, ir bird, ou cloud, oy toy</p> <p>Week 5 i tiger, a paper, ow snow, u unicorn</p> <p>Week 6 ph phone, wh wheel, ie shield, g giant</p> <p><u>No new tricky words</u></p>	<p>Phonics / Spelling Phase 5 graphemes</p> <p>Week 1 /ai/ eigh aigh ey ea eight straight grey break, /n/ kn gn knee gnaw, /m/ mb thumb, /ear/ ere eer here deer</p> <p>Week 2 /zh/ su si treasure vision, /j/ dge bridge, /i/ y crystal, /j/ ge large</p> <p>Week 3 /sh/ ti ssi si ci potion mission mansion delicious</p> <p>Week 4 /or/ augh our oar ore daughter pour oar more, review</p> <p>Week 5 review</p> <p><u>New tricky words:</u> busy, beautiful, pretty, hour, move, improve, parents, shoe</p>
<p>Handwriting</p> <p>The aim of teaching handwriting in Year 1 is to develop the skill of print, leading to teaching cursive writing in the following year. Teaching begins with warm-up exercises for fingers, hands and bodies as well as ensuring the correct posture and grip for handwriting. This teaching sequence starts with the familiarisation of the lower-case letters of the alphabet and learning the different letter families. Children will then learn how to write capital letters, when to use printed letters for labelling etc, numbers and symbols. After this, they will progress from printed handwriting to pre-writing patterns and cursive letter formation. This will be delivered through five taught sessions per week, using the Letter Join handwriting scheme.</p> <ol style="list-style-type: none"> 1) Warm-ups, Letter families and Capital letters - 40 lessons 2) Uses of printed letters - 10 lessons 3) Numbers and symbols - 15 lessons 4) Introducing Pre-Cursive Patterns and Cursive Letters - 15 lessons 					
<p>Sharing writing</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and their teacher.</p>					
<p>Grammar and punctuation:</p> <p>Sentence</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I <p>Sentence examples:</p> <ul style="list-style-type: none"> • Jack went to the market. • Mum was sad and she threw the beans. • He saw a giant and a pot of gold. • Jack took the hen and the harp. 					
<p>Reading</p> <p>Year 1 follow the Little Wandle reading scheme. This is delivered through small group sessions, three times a week for 20-minute. Each session has a distinct focus: the first on decoding, where children apply their phonics knowledge to read the sounds and words in their decodable text; the second on prosody, where they practise reading aloud with expression, intonation, phrasing and meaning; and the third on comprehension, where they discuss and answer questions to deepen understanding of what they've read. Before each read, teachers introduce and explain key vocabulary to support understanding, and during prosody focus they model expressive reading to scaffold the children's fluency.</p>					



English Curriculum Plan – Year 2

Autumn 1 Great Fire of London	Autumn 2 Health & Wellbeing	Spring 1 Protect the Oceans	Spring 2 Animals	Summer 1 Traditional tales with a twist	Summer 2 Living things & Habitats
<p>Text: Great Fire of London – 3wks Purpose: Inform Outcome: Recount factual Features: Past tense, sequenced in a chronological order, setting description, third person. Plot (beginning middle end). Discuss and write down ideas and new vocabulary. Oral rehearsal. G&P: Adjectives, noun phrases, coordinating conjunctions, 'ed' used for past tense verbs and 'ing' for past progressive. Adverbs of time. Consolidate FS/CL</p>	<p>Text: Couch Potato -3wks Purpose: Entertain Outcome: Story retold from dog's perspective. Features: Past tense, first person, sequenced in a chronological order, setting description. Plot (beginning middle end). Discuss and write down ideas and new vocabulary. Oral rehearsal. G&P: Adjectives, noun phrases, coordinating conjunctions, 'ed' used for past tense verbs and 'ing' for past progressive. Adverbs of time. Consolidate FS/CL</p>	<p>Text: The Odd Fish, Tale of a Toothbrush, Earnest Sandpiper's Great Ascent – 3wks Purpose: Inform & entertain Outcome: Narrative with a message. Features: Plan a narrative using 3ws (who, where, what) and say ideas aloud G&P: different sentence forms – questions. Commas for lists. Expanded noun phrases. Subordination and co-ordination. 'ed' used for past tense verbs and 'ing' for past progressive. Question marks.</p>	<p>Text: The Hodgeheg – 1wk Purpose: Inform Outcome: Instructions (pelican crossing) Features: numbered steps, imperative verbs, time adverbials, G&P: different sentence forms – commands, apostrophes for contraction, present tense, adverbs of manner and time.</p>	<p>Text: Red in the City – 3 wks Purpose: Entertain Outcome: Narrative alternate version. Features: Repetition of key phrases and language, use drama to say out loud what want to write. G&P: apostrophes for singular possession, exclamation and questions sentences, question marks, time adverbs.</p>	<p>Text: Bog Baby - 3wks Purpose: Entertain & Inform Outcome: Narrative with a moral Features: Plan a narrative using 3ws (who, where, what) and say ideas aloud. Oral rehearsal. G&P: subordination and coordination, past tense, expanded noun phrases, similes, adjectives, different sentence forms – questions, statements, exclamation.</p>
<p>Text: Vlad and the Great Fire of London- 3wks Purpose: Entertain Outcome: Recount from the flea's perspective Features: First person, sequenced events. Character portrayal including thoughts & feelings. Senses to describe setting & events G&P: 'ed' used for past tense verbs and 'ing' for past progressive. Consolidate FS/C. Use of suffixes – ful, ment, less</p>	<p>Text: SLS topic box – 3wks Purpose: to inform Outcome: Non-chronological report, Healthy living Features: Information leaflet, layout - title with question headings. Formal language. Labelled diagram. Four types of sentences with different forms, third person, content specific vocab, Present tense. G&P: Exclamation marks, question marks. Because & when (subordination). Commas to separate items in a list.</p>	<p>Text: The Odd Fish, Tale of a Toothbrush, Earnest Sandpiper's Great Ascent – 3wk Purpose: Inform & persuade Outcome: Non-fiction information/persuasive text Features: Introduction, sub-headings, rhetorical questions. G&P: Subordination and coordination, different sentence forms – questions, statements, exclamation, command.</p>	<p>Text: The Hodgeheg – 3wks Purpose: Inform Outcome: Information leaflet (hedgehog conservation). Features: Sub-headings and questions, technical vocabulary G&P: subordination and coordination, present tense, commas for lists.</p>	<p>Text: Little Red Reading Hood / The True Story of the Three Little Pigs 2 wks Purpose: Entertain Outcome: Alternative trad tale with a twist- entitled 'Goldilocks and just one bear'. Features: Plan a narrative using 3ws (who, where, what) and say ideas aloud. Oral rehearsal. G&P: Expanded noun phrases, apostrophes for singular possession, exclamation and question sentences, adverbs of time and manner, question marks.</p>	<p>Text: Dragon Machine - 3wks Purpose: Entertain Outcome: Adventure narrative. Features: past tense, dilemma, resolution. Changing the setting and character of a familiar narrative. G&P: subordination, different sentence forms, expanded noun phrases including similes, past tense, adverbs.</p>
<p>Text: 'March Come In' 1wk Purpose: Poetry to perform and entertain Outcome: Write own version poem Features: Layout of poem. Planning and saying aloud what want to say. List key words. Read aloud with intonation G&P: CL at start of new line, exclamations, questions.</p>			<p>Text: The Hodgeheg – 2wks Purpose: Entertain Outcome: Diary. Features: Use Dear Diary as the opener, first person, chronological order. Use of feelings. G&P: expanded noun phrases, 'ed' used for past tense verbs and 'ing' for past progressive, adverbs of time and manner.</p>	<p>Text: 'Hurt no living thing' Christina Rossetti 1wk Purpose: Poetry to perform Outcome: write own version of poem Features: layout of poem, description using expanded noun phrases, repetition of structure G&P: CLs for new line, comma at line end</p>	
<p>Spelling Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound</p>	<p>Spelling Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el'</p>	<p>Spelling Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y'</p>	<p>Spelling Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words</p>	<p>Spelling Words where the digraph 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound</p>	<p>Spelling Words that are homophones Words that are homophones or near homophones Words ending in '-tion'</p>



Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Year 2 Common Exception Words	Words ending in 'al' Words ending in 'il' Year 2 Common Exception Words	Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e' Year 2 Common Exception Words	Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Year 2 Common Exception Words	Words where 'or' and 'ar' make an /er/ or /or/ sound Words where 'si' and 's' makes an /zh/ sound Words ending in '-ment' and '-ness' Words ending in '-ful', '-less' and '-ly'	Words with an apostrophe for contraction Words with an apostrophe for possession Year 2 Common Exception Words
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Handwriting
The aim of the teaching of handwriting in Year 2 is to build on the fluency and speed of children's handwriting through regular practice, enabling them to form letters securely and with the correct orientation, developing a confident style of joined handwriting. This will be delivered through three taught sessions per week, using the Letter Join handwriting scheme.
1) Cursive letters and words, letter families, high frequency words, joining practice, sequencing sentences and dictation exercises - 42 lessons.
2) Further dictation exercises, more high frequency words, 2, 5 and 10 times table facts and SPaG practice – 36 lessons.
3) More dictation and number writing practice – 18 lessons.

Revision & Editing
Make simple additions, revisions and corrections to their own writing by; -evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear

Grammar and punctuation:
Sentence

- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Sentence examples:

- Jack's mother told him to sell the cow because they needed money.
- Jack got magic beans from an old man but his mum was angry.
- Jack saw an enormous, sleeping giant.
- The beans grew into a big beanstalk.
- Why did Jack climb the beanstalk?
- What a beautiful castle!
- Climb the beanstalk.

Reading
Year 2 follow the Little Wandle Fluency programme, uses ten progressive levels of chapter books to build reading speed, expression, and understanding. Each book is taught over three weeks in 25–30 minute sessions, focusing on three key areas in each lessons: vocabulary (introduced before reading), prosody (modelled and practised through repeated, expressive reading), and comprehension (developed through discussion and questioning). Levels gradually increase in complexity and expected words per minute, supporting confident, fluent reading.



English Curriculum Plan – Year 3

Autumn 1 Stone Age to Iron Age	Autumn 2 Stone Age to Iron Age	Spring 1 Egyptians	Spring 2 Egyptians	Summer 1 Rainforest	Summer 2 Rainforest
<p>Text: Stone Age Boy – 3wks Purpose: Entertain Outcome: Adventure Narrative Features: Character & setting description. Plot (build up, problem, resolution). Discuss & record ideas - Plot planning, organising paragraphs around a theme. G&P: Noun phrases, use adverbs to add detail, precision and qualification. Apostrophes for contractions & possession. Use and punctuate direct speech</p>	<p>Text: Stone Girl Bone Girl 3wks Purpose: Entertain Outcome: Narrative Features: Emotions, show don't tell, speech, similes for description. Plot (build up, problem, resolution). Plot planning, organising paragraphs around a theme. G&P: Adverbs, expanded noun phrases, direct speech, inverted commas.</p>	<p>Text: Mummies Unwrapped – 3wks Purpose: Entertain & inform Outcome: Non-Chronological Report Features: Organisational features, including headings & sub-headings and labelled/captions diagrams. Formal tone. Third person Layout planning for effectiveness, use of technical vocabulary. G&P: prepositions, clause & sub-ordinate clause. Paragraphs. Question marks.</p>	<p>Text: Secrets of the Sun King –3wks Purpose: Entertain Outcome: Suspense Narrative Features: Organising paragraphs around a theme, use of the 5 senses, dialogue, short sentences to create atmosphere G&P: Extending the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although), using and punctuating direct speech</p>	<p>Text: The Wild Robot – 3wks Purpose: Entertain Outcome: Narrative Features: Organising paragraphs around a theme, use of the 5 senses, dialogue, short sentences to create atmosphere G&P: Extending the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).</p>	<p>Text: Let's Save the Rainforest Purpose: Inform & persuade Outcome: Information text Features: Plan by discussing and recording ideas, use simple organisational devices e.g. headings and sub-headings, alliteration, technical vocabulary, organising paragraphs around a theme. G&P: prepositions, clause & sub-ordinate clause. Paragraphs. Question marks. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>
<p>Text: The Fossil Hunter - 3wks Purpose: Entertain & inform Outcome: Diary Features: First person, chronological order, use of emotion Use of adverbs, tense, plan (sequencing of events), G&P: Coordinating & subordinating conjunctions.</p>	<p>Text: Street Beneath My Feet 3wks Purpose: Inform Outcome: Non-chronological report Features: Organisational features, including headings & sub-headings and labelled/captions diagrams. Formal tone. Third person Layout planning for effectiveness, use of technical vocabulary. G&P: prepositions, clause & sub-ordinate clause. Paragraphs. Question marks</p>	<p>Text: Secrets of the Sun King – 3wks Purpose: Inform Outcome: Newspaper report Features: Headline, paragraphs, quotes with emotive language in, direct speech. Formal language apart from quotes. G&P: inverted commas, paragraphs. Use of varied nouns and pronouns to avoid repetition.</p>	<p>Text: Zeraffa Giraffa – 3wks Purpose: Entertain Outcome: Diary Features: Using an increasing range of sentence structure including fronted adverbials, use of feelings, past tense, organising paragraphs around a theme. G&P: Commas after fronted adverbials, paragraphs, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, extending the range of sentences - wider range of conjunctions (when, if, because, although).</p>	<p>Text: The Wild Robot – 2wks Purpose: Inform Outcome: Instructions for Camouflage Features: plan their writing by discussing writing similar to that which they are planning, using simple organisational devices e.g. headings and sub-headings, organising paragraphs around a theme G&P: The present perfect form of verbs in contrast to the past tense, headings & sub-headings, use of the forms 'a' or 'an'.</p>	<p>Text: The Great Kapok Tree – 3wks Purpose: Persuade Outcome: Persuasive letters Features: Plan by, discussing and recording ideas and composing and rehearsing sentences orally. Organising paragraphs around a theme, the power of three (reasoning), rhetorical question, use simple organisational devices. G&P: Extending the range of sentences with more than one clause with range of conjunctions (when, if, because, although), adverbs and prepositions to express time and cause. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>
<p>Text: 'Good Hope' Benjamin Zephaniah – 1wk Purpose: Poetry to perform Outcome: Poetry Features: Repetition using poem as a model. Poem based on a theme. G&P: Punctuated for poetry style</p>				<p>Text: 'The Great City' Harold Monro – 1wk Purpose: Poetry to perform Outcome: Poetry Features: Alliteration, use of imagery, layout of poem, G&P: Punctuated for poetry style, expanded noun phrases.</p>	
<p>Spelling Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes a /u/ sound</p>	<p>Spelling Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-'</p>	<p>Spelling Words with the digraph 'ai' and tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh'</p>	<p>Spelling Words ending in 'al' Words ending in 'le' Words ending in '-ly' where the base word ends in 'le'</p>	<p>Spelling Words with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que'</p>	<p>Spelling Words ending in '-sion' Year 3/4 Statutory Spelling Words Revision Words</p>



Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Year 3/4 Statutory Spelling Words	Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Year 3/4 Statutory Spelling Words	Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Year 3/4 Statutory Spelling Words	Words ending in '-ly' where the base word ends in '-ic' Words ending in '-ly'; exceptions Year 3/4 Statutory Spelling Words	Words where the digraph 'sc' makes a /s/ sound Words that are homophones Year 3/4 Statutory Spelling Words	
<p>Revision & Editing Assessing the effectiveness of their own and others writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					
<p>Handwriting The aim of the teaching of handwriting in Year 3 is to increase the fluency with which pupils are able to write down what they want to say. The teaching is designed to improve the legibility, consistency and quality of children's handwriting. This will be delivered through two taught sessions per week, using the Letter Join handwriting scheme.</p>					
<p>Grammar and punctuation: Sentence <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions, adverbs and prepositions Punctuation <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech Sentence examples: <ul style="list-style-type: none"> Jack climbed the beanstalk once his mother had gone to bed. Finally, Jack arrived at the castle on top of the clouds. Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity. </p>					
<p>Reading Year 3 follow the Little Wandle Fluency programme, uses ten progressive levels of chapter books to build reading speed, expression, and understanding. Each book is taught over three weeks in 25–30 minute sessions, focusing on three key areas in each lessons: vocabulary (introduced before reading), prosody (modelled and practised through repeated, expressive reading), and comprehension (developed through discussion and questioning). Levels gradually increase in complexity and expected words per minute, supporting confident, fluent reading.</p>					



English Curriculum Plan – Year 4

Autumn 1 Greece	Autumn 2 Greece	Spring 1 Anglo Saxons/Scots/Vikings	Spring 2 Anglo Saxons/Scots/Vikings	Summer 1 Mountains	Summer 2 Mountains
<p>Text: Who Let the Gods Out? – 3wks Purpose: Entertain Outcome: Narrative (another character’s perspective) Features: Story with suspense and tension. Show thoughts of characters through speech, build up tension through short sentences, non-standard English for informal dialogue. G&P: Fronted adverbials with commas, speech punctuation apostrophes for possession,</p>	<p>Text: Who Let the Gods Out? – 3wks Purpose: Entertain Outcome: Narrative (continuation of chapter) Features: Plot planning (opening, build up, problem, resolution) Character description, setting description. Dialogue advancing the story. G&P: Inverted commas and other speech punctuation</p>	<p>Text: Anglo Saxon Boy – 2wks Purpose: Entertain Outcome: Battle Scene - Movie Opener Features: Plot planning (opening, build up, problem, resolution) building tension & suspense Detailed description using senses. Varied sentence length, show not tell G&P: Expanded noun phrases to add detail</p>	<p>Text: ‘The Dig’ film – 3wk Purpose: Inform & entertain Outcome: Diary Features: Recount of events in chronological order – 3Ws. First person, past tense. Feelings, reactions and opinions G&P: Adverbs of time and manner, appropriate choice of pronoun or noun to aid cohesion</p>	<p>Text: Survivors 3wks Purpose: Entertain Outcome: Narrative, survivor’s story Features: Setting description. Recount of events in chronological order – 3Ws. First person, past tense. Feelings, reactions and opinions. Short sentences to build tension. G&P: Adverbs of time and manner, appropriate choice of pronoun or noun to aid cohesion.</p>	<p>Text: Everest Geography Stimulus 3wks Purpose: Inform Outcome: Newspaper report Features: Introduction with 4 Ws. Past tense, third person, formal tone. Quotes. Direct and indirect speech. G&P: Inverted commas and other speech punctuation – e.g. comma after reported clause. Paragraphs to organise themes.</p>
<p>Text: Who Let the Gods Out? – 3wks Purpose: Inform & entertain Outcome: Instructions, mythical beast Features: Imperative verbs, sequencing, formal tone and exaggeration for comic effect, technical vocabulary. Organisational devices – title, subheading, bullet points G&P: Appropriate choice of pronoun or noun to aid cohesion, apostrophes for possession.</p>	<p>Text: Non-fiction texts – 3 wks Purpose: Inform Outcome: Hybrid text, information Features: Title, subheadings, captions, fact boxes. Third person, past tense, use of formal tone, paragraphs to organise themes, devise for cohesion within paragraphs. G&P: Apostrophes for plurals, grammatical difference between plural and possessive ‘s’</p>	<p>Text: Anglo Saxon Boy – 3wks Purpose: Entertain Outcome: Alternative ending narrative Features: Plot planning (opening, build up, problem, resolution) Plot planning (opening, build up, problem, resolution). Detailed description using senses G&P: Inverted commas and other speech punctuation</p>	<p>Text: The Genius of the Anglo Saxons – 3wks Purpose: Inform Outcome: Non-chronological report Features: Past tense, third person, formal tone, factual & technical language, title, sub-headings, cations, fact boxes G&P: Paragraphs to organise themes, determiners, subordination.</p>	<p>Text: The Last Bear Purpose: Discuss Outcome: Discussion text with oral debate Features: Conjunctions for reasoning. Cause and effect structures. Argument vs counter-argument language. Persuasive structures. Formal language, balanced arguments, use of evidence. G&P: Conjunctions, adverbial phrases, subordination</p>	<p>Text: The Last Bear 3wks Purpose: Entertain Outcome: Narrative Features: Character and setting description. Dialogue that advances the story. Paragraphs to organise themes. G&P: Expanded noun phrases, prepositional phrases, fronted adverbials (with commas), paragraphs to organise themes, appropriate use of pronouns or noun to aid cohesion. Apostrophes of possession with plural nouns. Speech punctuation.</p>
<p>Text: Don’t Michael Rosen – 1wk Purpose: To entertain Outcome: Poetry Features: Rhyme, repetition, poetry structure, performance G&P: Punctuated for poetry style, apostrophes for contraction</p>		<p>Text: ‘The Call’ Charlotte Mew – 1wk Purpose: To entertain Outcome: Poetry Features: replicate the poetry style, replicate rhyme sequence. descriptive language G&P: Punctuated for poetry style</p>			
<p>Spelling Words that are homophones Words with the prefix ‘in-’ meaning ‘not’ Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’ Words with the prefix ‘sub-’ meaning ‘below’ or ‘further divided’ Words with the prefix ‘inter-’ meaning ‘between’ or ‘among’</p>	<p>Spelling Words ending in ‘-ation’ Words ending ‘-ly’ Words ending ‘-lly’ Words where ‘ch’ makes a /sh/ sound Year 3/4 Statutory Spelling Words</p>	<p>Spelling Words ending in ‘-sion’ Words ending in ‘-ous’ Words ending in ‘-ous’ incl. those where ‘ge’ from the base word remains Words where a suffix is added to words ending in ‘y’ Words ending in ‘-ious’ and ‘eous’ Year 3/4 Statutory Spelling Words</p>	<p>Spelling Words where ‘au’ makes an /or/ sound Words ending in ‘-tion’ Words ending in ‘-ssion’ Words ending in ‘-cian’ Words that are adverbs of manner Year 3/4 Statutory Spelling Words</p>	<p>Spelling Words that are homophones Words spelled with ‘c’ before ‘i’ and ‘e’ Words containing ‘sol’ and ‘real’ Words containing ‘phon’ and ‘sign’ Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’ Words with the prefix ‘bi-’ meaning ‘two’</p>	<p>Spelling Year 3/4 Statutory Spelling Words Words that are plurals with possessive apostrophes Revision Words</p>



Year 3/4 Statutory Spelling Words					
Revision & Editing Assessing the effectiveness of their own and others writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.					
Handwriting The aim of the teaching of handwriting in Year 4 is to allow pupils to continue to build on producing fluent, consistent and legible handwriting through regular practice. By the end of Year 4, children should be well-prepared to aim for the handwriting quality, speed and stamina required in upper KS2. This will be delivered through two taught sessions per week, using the Letter Join handwriting scheme.					
Grammar and punctuation: Sentence <ul style="list-style-type: none">• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases• Fronted adverbials Punctuation <ul style="list-style-type: none">• Use of inverted commas and other punctuation to indicate direct speech• Apostrophes to mark plural possession• Use of commas after fronted adverbials Sentence examples: <ul style="list-style-type: none">• After saying farewell to his mother, Jack carefully climbed the gigantic beanstalk until he reached the magnificent castle in the clouds.• When he eventually reached the top of the gigantic beanstalk, Jack was exhausted.					
Reading Reading lesson in Year 4 focus on developing language comprehension through explicit teaching of structure, knowledge and reasoning skills. Each lesson aims to deepen understanding of the text, its vocabulary, and meaning. Sessions start with a vocabulary focus, introducing 3–5 key words paired with pictures and discussed in as children learn to read around the word to decipher meaning. Question styles include quick start for rapid retrieval, partner talk to encourage collaboration, individual thinking for independence, and solo work at the end for a deeper analysis. Reading strategies such as echo reading, choral reading, and repeated reading are used when needed to support fluency and confidence. This structured approach ensures children build strong comprehension skills while developing expressive, accurate reading.					



English Curriculum Plan – Year 5

Autumn 1 Romans	Autumn 2 Earth & Space	Spring 1 Nature	Spring 2 Citizenship	Summer 1 Malham	Summer 2 Early Islamic
<p>Text: Empire's End – 3wks Purpose: Entertain Outcome: Diary Features: Portray character through emotion (show not tell), senses to describe scenes/atmosphere. Build cohesion using different devices. Use of relative clauses to add detail G&P: Adverbials, synonyms, relative pronouns.</p>	<p>Text: Hidden Figures – 3wks Purpose: Inform Outcome: Biography Features: Third person, past tense, title, sub-headings Skills: modal verbs, formal tone, paragraphs, relative clauses. G&P: colons, parenthesis, adverbials of time and place.</p>	<p>Text: The Last Wild -2wks Purpose: Inform and entertain Outcome: Newspaper Features: Layout, Headings, passive voice, formal language, quotes, direct and indirect speech, variety of sentence structure Skills: Contrasting formality and informality, strategies for cohesion G&P: degrees of possibility, punctuation for parenthesis, accurate speech punctuation</p>	<p>Text: The Boy at the Back of the Class – 3wks Purpose: Entertain Outcome: Playscript Features: title, character list, scene number and setting, location and mood of the scene, character names and dialogue, stage directions, no speech marks G&P: Colon, brackets for stage directions</p>	<p>Text: Malham – 2wks Purpose: Inform, entertain & persuade Outcome: Hybrid non-fiction text Features: blend narrative (fiction or non) with information, illustration, text boxes. Sub-headings, quotations, variety of sentence structure G&P: Punctuation for parenthesis (brackets, dashes, commas). Expanded noun phrases, colons and semi-colons, paragraphs</p>	<p>Text: Golden Horseman of Baghdad -3wks Purpose: Entertain Outcome: Diary (from chosen character's perspective) Features: First person, past tense, chronological order, informal language, emotive language, G&P: Adverbials, synonyms, relative pronouns. paragraphs</p>
<p>Text: Empire's End – 3wks Purpose: Entertain Outcome: Narrative Features: Detailed setting descriptions (show not tell & senses). Plot (5-part planning e.g opening, build up, problem, resolution, ending). Short sentences. Integrate dialogue to convey characters and advance the action. Build cohesion using different devices. Use of relative clauses to add detail G&P: Punctuation for parenthesis (brackets, dashes, commas). Expanded noun phrases</p>	<p>Text: So, you think you've got it bad, Romans and SLS non-fiction texts – 3wks Purpose: Discuss Outcome: Discussion with oral debate Features: Conjunctions for reasoning. Cause and effect structures. Argument vs counter-argument language. Persuasive structures. Formal language, balanced arguments, use of evidence. G&P: Conjunctions, adverbial phrases, subordination</p>	<p>Text: The Last Wild – 2wks Purpose: Entertain Outcome: Narrative Features: First person G&P: punctuation for parenthesis (brackets, dashes, commas), expanded noun phrases</p>	<p>Text: The Boy at the Back of the Class – 2wks Purpose: Inform & persuade Outcome: Persuasive letter to MP Features: formal tone, use of cohesive devices, emotive language, rhetorical questions, use the rule of three, use of statistics, letter formally addressed and signed off, punctuation for parenthesis (brackets, dashes, commas), variety of sentence structure G&P: Paragraphs, punctuation for parenthesis, commas to avoid ambiguity, causal conjunctions (e.g. Therefore)</p>	<p>Text: 'Water Pollution' stimulus – 3wks Purpose: Inform & persuade Outcome: Persuasive letter to Water company Features: formal tone, use of cohesive devices, emotive language, rhetorical questions, use the rule of three, use of statistics, letter formally addressed and signed off, punctuation for parenthesis (brackets, dashes, commas), variety of sentence structure G&P: Paragraphs, punctuation for parenthesis, commas to avoid ambiguity, causal conjunctions (e.g. Therefore)</p>	<p>Text: Golden Horseman of Baghdad -3wks Purpose: Entertain Outcome: Adventure narrative Features: show not tell, descriptive language, expanded noun phrases, emotive language, short sentences to build tension, variety of sentence structures G&P: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun, brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity.</p>
<p>Text: 'The Path' Edward Thomas 1wk Purpose: To entertain Outcome: Poetry Features: Calligram shape poem, Create mystery through description. G&P: Punctuated for poetry style</p>		<p>Text: 'Malham' film stimulus – 2wks Purpose: entertain Outcome: Narrative, short story Features: Detailed setting descriptions (show not tell & senses). Plot (5-part planning e.g opening, build up, problem, resolution, ending). Short sentences. mystery/suspense – strategies to build tension. Use of relative clauses to add detail. G&P: semi colon, colons. expanded noun phrases.</p>	<p>Text: 'Refugees' Brian Bilston – 1wk Purpose: Outcome: Poetry Features: G&P: Punctuated for poetry style</p>		



<p>Spelling Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Year 5/6 Statutory Spelling Words</p>	<p>Spelling Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Year 5/6 Statutory Spelling Words</p>	<p>Spelling Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in 'fer' Words with 'silent' first letters Words with 'silent' letters Year 5/6 Statutory Spelling Words</p>	<p>Spelling Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Year 5/6 Statutory Spelling Words</p>	<p>Spelling Words that are homophones or near homophones Year 5/6 Statutory Spelling Words</p>	<p>Spelling Words with hyphens Year 5/6 Statutory Spelling Words Revision Words</p>
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Revision & Editing
 Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Handwriting
 The aim of the teaching of handwriting in Year 5 is to allow pupils to develop the stamina and skills to write at length, with accurate spelling and punctuation, producing consistently neat and well-presented handwriting in all curriculum subjects. By the end of Year 5, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing. This will be delivered through one taught session per week, using the Letter Join handwriting scheme.

Grammar and punctuation:
 Sentence
 • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
 • Indicating degrees of possibility using adverbs or modal verbs
 Punctuation
 • Brackets, dashes or commas to indicate parenthesis
 • Use of commas to clarify meaning or avoid ambiguity
Sentence examples:
 • Through the small crack in the castle door, Jack could see the enormous giant who was asleep in the kitchen.
 • A magnificent castle, which had a huge front door, stood on top of the clouds.
 • Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive.
 • The giant was certainly going to be angry when he noticed his harp was missing.

Reading
 Reading lesson in Year 5 continue to focus on developing language comprehension through explicit teaching of structure, knowledge and reasoning skills. Each lesson aims to deepen understanding of the text, its vocabulary, and meaning. Sessions start with a vocabulary focus, introducing 3–5 key words paired with pictures and discussed in as children learn to read around the word to decipher meaning. Question styles include quick start for rapid retrieval, partner talk to encourage collaboration, individual thinking for independence, and solo work at the end for a deeper analysis. Reading strategies such as echo reading, choral reading, and repeated reading are used when needed to support fluency and confidence. This structured approach ensures children build strong comprehension skills while developing expressive, accurate reading.



English Curriculum Plan – Year 6

Autumn 1 Equality	Autumn 2 Evolution & Inheritance	Spring 1 World War Two	Spring 2 World War Two	Summer 1	Summer 2
<p>Text: Wonder 3wks Purpose: Entertain Outcome: Diary (from Auggie's perspective) Features: Portraying characters through language choices (informal) Description through character's thoughts and feelings. Short sentences. G&P: informal/formal vocabulary and language structures. Ellipses. Passive voice.</p>	<p>Text: The Island & Origin of species 3wks Purpose: Inform and explain Outcome: Hybrid Information text (to include observational notes from Charles Darwin and explanatory paragraph of evolution) Features: Organisational and presentational devices to structure text, formal language G&P: Subjunctive (observational notes) Punctuation of bullet points (consistency) appropriate level of formality, use of Standard English, adverbials for cohesion and to explain (e.g. as a result / consequence)</p>	<p>Text: D-Day Dog 3wks Purpose: Entertain Outcome: Narrative from a character's perspective (D-Day landing) Features: First person, recount of events describing character's thoughts & feelings, setting description, emotive language, create atmosphere (by showing not telling) – use of senses. Show not tell. G&P: Linking ideas across paragraphs using adverbials or tense choices. Expanded noun phrases effectively to add detail, qualification and precision</p>	<p>Text: After the War 3 weeks Outcome: Flashback narrative Purpose: Entertain Features: Narrative contains a flashback. Plot (5-part planning e.g. opening, build up, problem, resolution, ending). Description of setting, character and atmosphere – show not tell. Dialogue to advance character and action. Variety of sentence types. G&P: Ellipses, linking ideas across paragraphs using adverbials or tense choices. Expanded noun phrases effectively to add detail, qualification and precision, passive voice</p>	<p>Text: Holes – 3wks Purpose: Entertain Outcome: Narrative opening scene in the hole. Features: setting description & third person account. Dialogue to move action on and portray character. Distinguish between the language of speech and writing. G&P: speech punctuation, semi colons, dashes (formal/informal use), ellipses. Expanded noun phrases effectively to add detail, qualification and precision</p>	<p>Text: The Chronicles of Harris Burdick inspired by The Mysteries of Harris Burdick - 3 weeks Purpose: Entertain Outcome: Narrative Features: Short sentences to build suspense, descriptive language G&P: Build cohesion using different devices, ellipses. expanded noun phrases to add detail.</p>
<p>Text: Wonder 3wks Purpose: Entertain Outcome: Narrative – new character / new chapter Features: Detailed description of characters thoughts and feelings (show not tell) Integrate dialogue to convey characters and advance the action. G&P: Synonyms, semi colons, colons & dash to mark boundary between independent clauses. Build cohesion using different devices. Use of relative clauses to add detail</p>	<p>Text: 'Galapagos' film stimulus 3wks Outcome: Discussion text – impact of tourism. Purpose: to discuss Features: counter-balanced arguments, statistics / data, professional opinions / quotes, formal language and vocabulary (Tier 2/3) careful structure / planning G&P: Build cohesion through adverbials, use of adverbials, e.g. on the other hand, passive, semi colons, colons & dash to mark boundary between independent clauses.</p>	<p>Text: D-Day Dog - 3wks Outcome: Inform & Entertain Purpose: Hybrid text - through the eyes of an animal in wartime (narrative) & animals in war (information). Features: Paragraphs, short sentences for suspense, Expanded noun phrases. Informal tone, first person (narrative). Formal tone, third person (information). Variety in sentence structure. Show not tell (narrative) G&P: passive voice (information), colons, semi-colons, ellipses (narrative). Cohesive devices.</p>	<p>Text: Poem 'The Highwayman' – 2 wk Purpose: To entertain Outcome: Diary Features: first person, use of formal vocabulary and language of the time, emotion. Description of setting. G&P: Ellipses, linking ideas across paragraphs using adverbials or tense choices. Expanded noun phrases effectively to add detail, qualification and precision</p>	<p>Text: Holes – 3wks Purpose: To persuade Outcome: Formal letter (of complaint) Features: Formal language, evidence to consolidate argument, G&P: Use of subjunctive and adverbials (for cohesion, e.g. 'in contrast'). Cohesive devices across paragraphs, persuasive but formal language</p>	<p>Text: The Chronicles of Harris Burdick inspired by The Mysteries of Harris Burdick - 3 weeks Purpose: Entertain Outcome: Playscript Features: title, character list, scene number and setting, location and mood of the scene, acts and scenes numbered. character names and dialogue, stage directions, no speech marks, language chosen to create and build suspense, clear plot and structure. G&P: Colon, brackets for stage directions</p>
<p>Text: 'The Raven' Lost Words Purpose: To entertain Outcome: Poetry Features: G&P:</p>					
<p>Spelling Words with the short vowel sound /i/ spelled 'y'</p>	<p>Spelling Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce'</p>	<p>Spelling Words with the suffix '-ably' Words with the suffix '-ible' Words with the suffix '-ibly'</p>	<p>Spelling Words ending in '-er', '-or' and '-ar' Words beginning with 'acc-' Words with the prefixes 'dis-', 'un-',</p>	<p>Spelling Words with origins in other countries and languages Grammar Vocabulary</p>	<p>Spelling Adjectives used to describe feelings Adjectives to describe characters Words that can be nouns and verbs</p>



Words with the long vowel sound /igh/ spelled 'y' Words with 'cial'/shul/ after a vowel Words with 'tial' Y5/6 Statutory Spelling Words	Words with the // sound spelled 'ph' Y5/6 Statutory Spelling Words	Words ending in '-ent' and '-ence' Y5/6 Statutory Spelling Words	'over-' and 'im-' Y5/6 Statutory Spelling Words	Adding the prefix 'over-' Words with the suffix '-ful' Adjectives used to describe settings	Words with unstressed vowel sounds Adverbs synonymous with determination Mathematical Vocabulary
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Revision & Editing

Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ensuring the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Handwriting

The aim of the teaching of handwriting in Year 6 is to refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. By the end of Year 6, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. This will be delivered through one taught session per week, using the Letter Join handwriting scheme.

Grammar and punctuation:

Sentence

- Use of the passive to affect the presentation of information in a sentence
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity

Sentence examples:

- The enraged giant chased Jack down the gigantic beanstalk.
- Jack was chased down the gigantic beanstalk by the enraged giant.

Reading

Reading lesson in Year 6 embed the skills required for language comprehension through explicit teaching of structure, knowledge and reasoning skills. Each lesson aims to deepen understanding of the text, its vocabulary, and meaning. Sessions start with a vocabulary focus, introducing 3–5 key words paired with pictures and discussed in as children learn to read around the word to decipher meaning. Question styles include quick start for rapid retrieval, partner talk to encourage collaboration, individual thinking for independence, and solo work at the end for a deeper analysis. Reading strategies such as echo reading, choral reading, and repeated reading are used when needed to support fluency and confidence. This structured approach ensures children build strong comprehension skills while developing expressive, accurate reading.