## St Cuthbert with St Matthias CE Primary School Curriculum Outline 2022 – 2023

SUBJECT: ENGLISH

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Give meaning to marks we make Continue a rhyming string Ascribe meaning to marks they see in different places Write own name	Narrative: stories with predictable phrasing and with familiar settings Narrative: recount Non-fiction: labels, lists	Narrative: traditional tales Narrative: stories with familiar settings Grammar Focus: • Text: use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Narrative: stories by the same author Narrative: myths and legends Grammar Focus: • Sentence-expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for	Narrative: stories with a theme (Fables) Grammar Focus: • Expanded Noun Phrases • Fronted Adverbials • Succinct Paragraphs organised around a theme • Punctuation: Direct Speech Non-fiction: non-	Narrative: short stories Grammar Focus: • Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Sentence: Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Narrative: short stories and stories from a varied viewpoint Grammar Focus: • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed
Autumn 2	Hear and say the initial sound in words Link sounds to letters Use some clearly identifiable letters to communicate	<ul> <li>and captions.</li> <li>Poetry: repetitive poems</li> <li>Grammar Focus:</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences ers for names and for the personal pronoun</li> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using and</li> <li>Sequencing sentences to form short narratives</li> <li>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul>	<ul> <li>Punctuation: use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Punctuation: commas to separate items in a list</li> <li>Non-fiction: information texts (journalistic) Grammar Focus:</li> <li>Text: correct choice and consistent use of present tense and past tense throughout writing</li> <li>Punctuation: apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> <li>Poetry; repetitive poems Grammar Focus:</li> <li>Text: use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>Punctuation: use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	example, then, next, soon, therefore], • Sentence-prepositions [for example, before, after, during, in, because of] Non-fiction: information texts Grammar Focus: • Paragraphs - grouping related material Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play] • Punctuation: comma and comma splice Poetry: humorous poems Grammar Focus: • Word - plurals, suffixes, prefixes	chronological report writing Grammar Focus: • Standard English Forms • Succinct Paragraphs - cohesion • Punctuation: comma and comma splice Poetry- Image poems; vocabulary buildings; structure riddles Grammar Focus: • Vocabulary choices • Succinct Paragraphs - cohesion • Punctuation: apostrophes	<ul> <li>Text: Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]         Non-fiction:             persuasive writing:             writing for a specific             audience and purpose             (letter writing;             brochure)             Grammar Focus:             Text:: devices to build             cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>,             <i>this</i>, <i>firstly</i>]         Word: converting nouns or             adjectives into verbs using             suffixes [for example, <i>-ate</i>; -             ise; <i>-ify</i>]      </li> <li>Verb prefixes [for example,             dis-, de-, mis-, over- and re-]         Punctuation: brackets, dashes             or commas to clarify             meaning or avoid ambiguity     </li> <li>Poetry: slam poetry             Grammar Focus:         <ul> <li>Use of commas to clarify             meaning or avoid ambiguity</li> </ul> </li> <li>Sentence: modal verbs [for         <ul>             example, perhaps, surely]</ul></li>             sertence: modal verbs [for             example, pethaps, surely] </ul>	<ul> <li>up]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark or recover versus re-cover]</li> <li>Non-fiction: persuasive writing (speech writing) Grammar Focus:</li> <li>Sentence: use of the passive to affect the presentation of information in a sentence [for example, 1 broke the window in the greenhouse versus eg. The window in the greenhouse was broken (by me]].</li> <li>Sentence: the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?</li> <li>Sentence: the use of subjunctive forms such as If <u>I</u> were or Were they to come in some very formal writing and speech]</li> <li>Punctuation of bullet points to list information</li> <li>Poetry: slam poetry Grammar Focus:</li> <li>Word: the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> </ul>

							Word: how words are related
							by meaning as synonyms and
							antonyms [for example, <i>big</i> ,
							large, little].
	Read words and	Narrative: traditional	Narrative: traditional	Narrative: descriptive	Narrative: story	Narrative: classic	Narrative: classic
	simple sentences.	tales	tales from other	character writing	settings	fiction	fiction
	Vocabulary		cultures	Narrative: stories	Play scripts: play-	Grammar Focus:	Grammar Focus:
	influenced by	Non-fiction: reports	Narrative: fantasy	about imaginary	writing, performance	Sentence: relative clauses	Use of the semi-colon, colon
	books.		stories and imaginary	worlds	Grammar Focus:	beginning with who, which, where, when, whose, that, or an	and dash to mark the boundary between
	Increasing range of	Non-fiction: instructions	settings	Grammar Focus:	<ul> <li>Expanded Noun Phrases</li> </ul>	omitted relative pronoun	independent clauses [for
	books.		Grammar Focus:	Sentence-expressing time,	Fronted Adverbials	Sentence: indicating degrees of	example, It's raining; I'm fed
	Know that		Text: use of the progressive	place and cause using	<ul> <li>Succinct Paragraphs organised around a theme</li> </ul>	possibility using adverbs [for example, perhaps, surely] or	<ul> <li><i>up</i>]</li> <li>Use of the colon to introduce</li> </ul>
			form of verbs in the present	conjunctions [for example, when, before, after, while, so,	Punctuation: Play script	modal verbs [for example,	a list and use of semi-colons
Spring	information can be	Poetry: vocabulary	and <b>past tense</b> to mark actions in progress [for example, <i>she is</i>	because], <b>adverbs</b> [for	Speech	might, should, will, must]	within lists
1	retrieved from	building, senses and	drumming, he was shouting]	example, then, next, soon,		<ul> <li>Text: linking ideas across paragraphs using adverbials of</li> </ul>	<ul> <li>How hyphens can be used to avoid ambiguity [for example,</li> </ul>
	books and	rhyming couplets	<ul> <li>Punctuation: use of capital</li> </ul>	therefore], <ul> <li>Sentence-prepositions [for</li> </ul>		time [for example, <i>later</i> ], place	man eating shark versus man-
	computers.		letters, full stops, question marks and exclamation marks to	example, before, after, during,	Poetry: narrative;	[for example, <i>nearby</i> ] and	eating shark, or recover
	Begin to use		demarcate sentences	in, because of]	vocabulary building;	number [for example, secondly] or tense choices [for example,	versus re-cover]
	speech.	Grammar Focus:	<ul> <li>Punctuation: commas to</li> </ul>		structure	he had seen her before]	Non fistions arguing out
	Write name, labels,	<ul> <li>Introduction to capital letters, full</li> </ul>	separate items in a list	Non-fiction:	<ul><li>Grammar Focus:</li><li>Vocabulary choices</li></ul>		Non-fiction: argument
	captions, write	stops, question marks and	Non-fiction:	instructional writing	<ul> <li>Succinct Paragraphs -</li> </ul>	Non-fiction: argument	and debate Grammar Focus:
	short sentences in	exclamation marks to demarcate sentences ers for names and for		<ul><li>Grammar Focus:</li><li>Paragraphs - grouping</li></ul>	cohesion	and debate	Linking ideas across
	context	the personal <b>pronoun</b>	instructions Grammar Focus:	related material	Punctuation: apostrophes	Non-fiction:	paragraphs using a wider
	Continue a	How words can combine to	Text: correct choice and	Headings and sub-headings to		biographies;	range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase,
	rhyming string	<ul><li>make sentences</li><li>Joining words and joining</li></ul>	consistent use of present tense	<ul><li>aid presentation</li><li>Use of the present perfect</li></ul>		autobiographies	grammatical connections [for
	Use vocab/ forms	clauses using and	and <b>past tense</b> throughout writing	form of <b>verbs</b> instead of the		Grammar Focus:	example, the use of
	of speech	<ul> <li>Sequencing sentences to form</li> </ul>	<ul> <li>Punctuation: apostrophes to</li> </ul>	simple past [for example, He		Text:: devices to build	adverbials such as on the other hand, in contrast, or as a
	iinfluenced by their	<ul> <li>short narratives</li> <li>Regular plural noun suffixes</li> </ul>	mark where letters are missing	has gone out to play contrasted with He went out to		<b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> ,	consequence], and ellipsis
	experiences of	-s or -es [for example, dog, dogs;	in spelling and to mark singular possession in nouns [for	play]		this, firstly]	Layout devices [for example,
	books	wish, wishes], including the effects	example, <i>the girl's name</i> ]	Punctuation: comma and		Word: converting <b>nouns</b> or	headings, sub-headings, columns, bullets, or tables, to
	Write short	of these suffixes on the meaning of the noun		comma splice		adjectives into verbs using suffixes [for example, –ate; –	structure text]
		Suffixes that can be added to	Poetry: performing	Poetry: traditional		ise; –ify]	
	sentences in	verbs where no change is needed	poetry;	poems;		Verb prefixes [for example,	Non-fiction:
	meaningful	in the spelling of root words (e.g. helping, helped, helper)	shape poems	performance poetry		<ul> <li>dis–, de–, mis–, over– and re–]</li> <li>Punctuation: brackets, dashes</li> </ul>	journalistic writing
Spring	contexts.	• How the <b>prefix</b> <i>un</i> – changes the	Grammar Focus:	Grammar Focus:		or commas to indicate	Grammar Focus:
2	Use phonic	meaning of verbs and adjectives	• Text: use of the progressive	• Word - plurals, suffixes,		parenthesis	<ul> <li>Sentence: use of the passive to affect the presentation of</li> </ul>
	knowledge to	[negation, for example, unkind, or undoing: untie the boat]	form of verbs in the present and past tense to mark actions	prefixes		<ul> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	information in a <b>sentence</b> [for
	decode regular		in progress [for example, she is			5 5 7	example, I broke the window
	words, read / write		drumming, he was shouting]			Poetry: classic	in the greenhouse versus eg. The window in the
	them.		<ul> <li>Punctuation: use of capital letters, full stops, question</li> </ul>			narrative and oral	greenhouse was broken (by
	Read and write		marks and exclamation marks to			poetry; poetic style +	me)].
	irregular words.		demarcate sentences			classic poems	<ul> <li>Sentence: the difference between structures typical of</li> </ul>
	-					Grammar Focus:	informal speech and
						• Sentence: indicating degrees of	structures appropriate for
						possibility using adverbs [for	formal speech and writing [for example, the use of question
						example, perhaps, surely] Sentence; modal verbs [for	tags: He's your friend, isn't
						example, might, should, will,	he?

							<ul> <li>Sentence: the use of subjunctive forms such as If <u>I</u> were or Were they to come in some very formal writing and speech]</li> <li>Poetry: classic narrative and oral poetry; poetic style + classic poems Grammar Focus:</li> <li>Word: the difference between vocabulary typical of informal speech and words ulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>Word: how words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>
Summer 1	Read and understand simple sentences Demonstrate understanding about what they have read. Write simple sentences which can be read by themselves and others.	Narrative: fantasy stories. Non-fiction: explanations Narrative: letters and diaries Poetry: vocabulary building and one poet,	Narrative: quest stories Narrative: stories by the same author (Anthony Browne) Narrative: recounts Non-fiction: explanations	Narrative: adventure stories Non-fiction: persuasive writing Poetry: shape poems; playing with form <i>Grammar</i>	Narrative: diary; letters Non-fiction: explanation Poetry: the works of a significant poet Grammar Punctuation Spelling	Narrative: classic novels Narrative: science fiction Non-fiction: non- chronological reports Non-fiction: explanation Poetry: power of imagery;	Narrative: classical literature Non-fiction: reviews (theatre/event/item) Grammar Punctuation Spelling
Summer 2	Read and understand simple sentences, some common irregular words and demonstrate understanding Write simple sentences which can be read by themselves and others. Write irregular common words.	poetry appreciation.	Poetry: free verse poems Grammar Punctuation Spelling	Punctuation Spelling		debate poetry and poetry that tells a story Grammar Punctuation Spelling	