St Cuthbert with St Matthias CE Primary School Curriculum Outline 2021 – 2022 SUBJECT: ENGLISH

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Reception Give meaning to marks we make Continue a rhyming string Ascribe meaning to marks they see in different places Write own name Hear and say the initial sound in words Link sounds to letters Use some clearly identifiable letters to communicate	Narrative: stories with predictable phrasing and with familiar settings Narrative: recount Non-fiction: labels, lists and captions. Poetry: repetitive poems • Grammar Focus: • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences ers for names and for the personal pronoun • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • 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 • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helpen) • How the prefix un—changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boaf]	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] • Punctuation: use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Punctuation: commas to separate items in a list Non-fiction: information texts (journalistic) Grammar Focus: • Text: correct choice and consistent use of present tense and past tense throughout writing • Punctuation: apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Poetry; repetitive poems 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] • Punctuation: use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Year 3 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 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 contrasted with He went out to play] • Punctuation: comma and comma splice Poetry: humorous poems Grammar Focus: • Word - plurals, suffixes, prefixes	Year 4 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-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	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] Text: Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had 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, then, after that, this, firstly] Word: converting nouns or adjectives into verbs using suffixes [for example, -ate; - ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Punctuation: brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Poetry: slam poetry Grammar Focus:	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 up] • Use of the colon to introduce a list and use of semi-colons within lists • How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark versus gerous versus re-cover] Non-fiction: persuasive writing (speech writing) Grammar Focus: Sentence: use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus eg. The window in the greenhouse was broken (by me)]. 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? • Sentence: the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Punctuation of bullet points to list information
							Poetry: slam poetry Grammar Focus: • 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]

							Word: how words are related by meaning as synonyms and
							antonyms [for example, big,
							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	N 6 6	cultures	Narrative: stories	Play scripts: play-	Grammar Focus: • Sentence: relative clauses	Grammar Focus: • Use of the semi-colon, colon
	influenced by	Non-fiction: reports	Narrative: fantasy	about imaginary	writing, performance Grammar Focus:	beginning with who, which,	and dash to mark the
	books.	Non-fiction: instructions	stories and imaginary	WOrldS Grammar Focus:	Expanded Noun Phrases	where, when, whose, that, or an omitted relative pronoun	boundary between independent clauses [for
	Increasing range of books.	Non-fiction, instructions	settings Grammar Focus:	Sentence-expressing time,	Fronted AdverbialsSuccinct Paragraphs	 Sentence: indicating degrees of 	example, It's raining; I'm fed
	Know that		Text: use of the progressive	place and cause using conjunctions [for example,	organised around a theme	possibility using adverbs [for example, perhaps, surely] or	<i>up</i>]Use of the colon to introduce
Spring	information can be	Poetry: vocabulary	form of verbs in the present and past tense to mark actions	when, before, after, while, so,	Punctuation: Play script	modal verbs [for example,	a list and use of semi-colons
1	retrieved from	building, senses and	in progress [for example, she is	because], adverbs [for example, then, next, soon,	Speech	might, should, will, must]Text: linking ideas across	within listsHow hyphens can be used to
	books and	rhyming couplets	drumming, he was shouting]Punctuation: use of capital	therefore],		paragraphs using adverbials of	avoid ambiguity [for example,
	computers.	l,g ccapross	letters, full stops, question	 Sentence-prepositions [for example, before, after, during, 	Poetry: narrative;	time [for example, <i>later</i>], place [for example, <i>nearby</i>] and	man eating shark versus man- eating shark, or recover
	Begin to use		marks and exclamation marks to demarcate sentences	in, because of]	vocabulary building;	number [for example, secondly]	versus re-cover]
	speech.	Grammar Focus:	 Punctuation: commas to 		structure	or tense choices [for example, he <i>had</i> seen her before]	Nie Ceces and an exercise
	Write name, labels,	Introduction to capital letters, full	separate items in a list	Non-fiction:	Grammar Focus: • Vocabulary choices		Non-fiction: argument
	captions, write	stops, question marks and exclamation marks to demarcate	Non-fiction:	instructional writing Grammar Focus:	Succinct Paragraphs -	Non-fiction: argument	and debate Grammar Focus:
	short sentences in	sentences ers for names and for	instructions	Paragraphs - grouping	cohesion Punctuation: apostrophes	and debate	 Linking ideas across
	context	the personal pronoun • How words can combine to	Grammar Focus:	related material	i unotuation, apostropries	Non-fiction:	paragraphs using a wider range of cohesive devices :
	Continue a	make sentences	 Text: correct choice and consistent use of present tense 	 Headings and sub-headings to aid presentation 		biographies;	repetition of a word or phrase,
	rhyming string	Joining words and joining	and past tense throughout	Use of the present perfect form of verbe instead of the		autobiographies Grammar Focus:	grammatical connections [for example, the use of
	Use vocab/ forms	clauses using andSequencing sentences to form	writing • Punctuation: apostrophes to	form of verbs instead of the simple past [for example, He		Text:: devices to build	adverbials such as on the
	of speech	short narratives	mark where letters are missing	has gone out to play contrasted with He went out to		cohesion within a paragraph [for example, then, after that,	other hand, in contrast, or as a consequence, and ellipsis
	iinfluenced by their experiences of	 Regular plural noun suffixes -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, the girl's name]	Punctuation: comma and		 Word: converting nouns or adjectives into verbs using 	headings, sub-headings, columns, bullets, or tables, to
	Write short	of these suffixes on the meaning of the noun		comma splice		suffixes [for example, -ate; -	structure text]
	sentences in	Suffixes that can be added to verbs where no change is needed	Poetry: performing	Poetry: traditional		ise; –ify] Verb prefixes [for example,	NI CLU
	meaningful	in the spelling of root words (e.g.	poetry;	poems;		dis-, de-, mis-, over- and re-]	Non-fiction:
	contexts.	helping, helped, helper) How the prefix un—changes the	shape poems Grammar Focus:	performance poetry		 Punctuation: brackets, dashes or commas to indicate 	journalistic writing Grammar Focus:
Spring 2	Use phonic	meaning of verbs and adjectives	Text: use of the progressive	Grammar Focus: • Word - plurals, suffixes,		parenthesis	Sentence: use of the passive
2	knowledge to	[negation, for example, unkind, or undoing: untie the boat]	form of verbs in the present and past tense to mark actions	prefixes		 Use of commas to clarify meaning or avoid ambiguity 	to affect the presentation of information in a sentence [for
	decode regular	undoing, unite the boat	in progress [for example, she is			meaning of avoid amolgally	example, I broke the window
	words, read / write		drumming, he was shouting]Punctuation: use of capital			Poetry: classic	in the greenhouse versus eg. The window in the
	them.		letters, full stops, question			narrative and oral	greenhouse was broken (by
	Read and write		marks and exclamation marks to demarcate sentences			poetry; poetic style +	<i>me)</i>]. • Sentence: the difference
	irregular words.		demarcate Sentences			classic poems	between structures typical of
						Grammar Focus: • Sentence: indicating degrees of	informal speech and structures appropriate for
						possibility using adverbs [for	formal speech and writing [for
						example, perhaps, surely] Sentence; modal verbs [for	example, the use of question tags: He's your friend, isn't
						example, might, should, will,	he?
						must]	

							Sentence: the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Poetry: classic narrative and oral poetry; poetic style + classic poems Grammar Focus: 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] Word: how words are related by meaning as synonyms and antonyms [for example, big, large, little].
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 Grammar	Narrative: diary; letters Non-fiction: explanation Poetry: the works of a significant poet Grammar Punctuation	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. Grammar Punctuation Spelling	Poetry: free verse poems Grammar Punctuation Spelling	Punctuation Spelling	Spelling	debate poetry and poetry that tells a story Grammar Punctuation Spelling	