St Cuthbert with St Matthias CE Primary School Curriculum Outline 2023 – 2024

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, <i>It's raining</i> ; I'm fed
Autumn 2	Hear and say the initial sound in words Link sounds to letters Use some clearly identifiable letters to communicate	 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, helper) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	 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 to demarcate sentences 	 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 	 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 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, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>] 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: Sentence: indicating degrees of possibility using adverbs [for example, perhaps, surely] Sentence: modal verbs [for example, might, should, will, must] 	 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, or recover 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 <u>J</u> 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, <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:	 Expanded Noun Phrases 	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	 Succinct Paragraphs organised around a theme 	possibility using adverbs [for example, perhaps, surely] or	 <i>up</i>] Use of the colon to introduce
		Desta secolo las	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 past tense to mark actions in progress [for example, <i>she is</i>	because], adverbs [for	Speech	might, should, will, must]	within lists
1	retrieved from	building, senses and	drumming, he was shouting]	example, then, next, soon,		 Text: linking ideas across paragraphs using adverbials of 	 How hyphens can be used to avoid ambiguity [for example,
	books and	rhyming couplets	 Punctuation: use of capital 	therefore], Sentence-prepositions [for 		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:	 Punctuation: commas to 		structure	he had seen her before]	Non fistions arguing out
	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	Non-fiction:	instructional writing	 Succinct Paragraphs - 	Non-fiction: argument	and debate Grammar Focus:
	short sentences in	exclamation marks to demarcate sentences ers for names and for		Grammar Focus:Paragraphs - grouping	cohesion	and debate	Linking ideas across
	context	the personal pronoun	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 cohesive devices : repetition of a word or phrase,
	rhyming string	make sentencesJoining words and joining	consistent use of present tense	aid presentationUse of the present perfect		autobiographies	grammatical connections [for
	Use vocab/ forms	clauses using and	and past tense throughout writing	form of verbs instead of the		Grammar Focus:	example, the use of
	of speech	Sequencing sentences to form	 Punctuation: apostrophes to 	simple past [for example, He		Text:: devices to build	adverbials such as on the other hand, in contrast, or as a
	iinfluenced by their	 short narratives Regular plural noun suffixes 	mark where letters are missing	has gone out to play contrasted with He went out to		cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> ,	consequence], and ellipsis
	experiences of	-s or -es [for example, <i>dog</i> , <i>dogs;</i>	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 nouns 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		 dis–, de–, mis–, over– and re–] Punctuation: brackets, dashes 	journalistic writing
Spring	contexts.	• How the prefix <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	Sentence: use of the passive to affect the presentation of
_	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		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.		 Punctuation: use of capital letters, full stops, question 			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	 Sentence: the difference between structures typical of
	-					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?

							 Sentence: the use of subjunctive forms such as <i>If <u>I</u> were or Were they to come</i> 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 words ulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] Word: how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
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. Grammar Punctuation Spelling	Poetry: free verse poems Grammar Punctuation Spelling	Punctuation Spelling		debate poetry and poetry that tells a story Grammar Punctuation Spelling	