

School Curriculum for English – yearly overview.

An idea is given of some of the books that might be used for teaching in the narrative genre. The ‘Progression in Skills’ shows some of the sentence work, composition work and phonics, grammar and spelling work that will be covered in each year group. This list is not exhaustive but is designed to provide a general overview of the yearly curriculum.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|---|--|---|--|--|
| Narrative | <p>Key stories <i>(Little Red Hen)</i></p> <p>Fairy stories and traditional tales <i>(Goldilocks, 3 Little Pigs)</i></p> <p>Books with repeated phrases <i>(Room on the Broom, The Gruffalo)</i></p> <p>Multicultural Fiction <i>(Handa’s Hen)</i></p> | <p>Familiar stories <i>(Old Bear, The Owl who was afraid of the dark)</i></p> <p>Fairy stories and traditional tales <i>(Jack & the Beanstalk, Cinderella)</i></p> <p>Plays <i>(Fantastic Mr Fox, Taking Shelter)</i></p> <p>Multicultural Fiction <i>(Cleversticks, Hue Boy)</i></p> | <p>Fractured Fairy Tales <i>(The Frog Prince Continued, Goldilocks and Just the One Bear)</i></p> <p>Stories with familiar settings <i>(Sleepovers, Gangsta Granny)</i></p> <p>Plays <i>(Play Time, Celebrity Chicken)</i></p> <p>Multicultural Fiction <i>(Indian shoes, Rickshaw Girl)</i></p> | <p>Myths and Legends <i>(Sir Gawain and The Green Knight, King Arthur and the Knights of the Round Table)</i></p> <p>Fractured Fairy Tales <i>(Jim and the Beanstalk, Don’t Cook Cinderella)</i></p> <p>Imaginary Worlds/Adventure Stories <i>(Witches, Harry Potter and the Philosopher’s Stone)</i></p> <p>Multicultural Fiction <i>(Journey to Jo’Berg, Emil and the Detectives)</i></p> | <p>Film narrative <i>(StormBreaker, Bridge to Terabithia)</i></p> <p>Fantasy narrative <i>(Artemis Fowl, Spiderwick Chronicles)</i></p> <p>Modern fiction <i>(Millions, Holes)</i></p> <p>Multicultural Fiction <i>(The Breadwinner, The Diddakoi)</i></p> | <p>Literary heritage <i>(Five Children and It, Treasure Island)</i></p> <p>Mystery/ghost/crime stories <i>(The Spook’s Apprentice, Whodunit? Detective Stories)</i></p> <p>Myths and Legends <i>(Black Ships Before Troy: the story of Iliad, Theseus and the Minotaur)</i></p> <p>Multicultural Fiction <i>(The Village by the Sea, Boys without names)</i></p> |
| Non Fiction | <p>Instructions</p> <p>Recount</p> <p>Explanation</p> | <p>Recount</p> <p>Non-Chronological</p> <p>Report</p> <p>Persuasion</p> | <p>Instructions</p> <p>Non-Chronological</p> <p>Report</p> <p>Persuasion</p> | <p>Recount</p> <p>Explanation</p> <p>Discussion</p> | <p>Instructions</p> <p>Explanation</p> <p>Discussion</p> | <p>Recount</p> <p>Non-Chronological</p> <p>Report</p> <p>Persuasion</p> |
| Poetry | <p>Performing poetry</p> | <p>Poems to learn by heart</p> <p>Classic poems</p> <p>Contemporary poems</p> | <p>Poetry to read & perform</p> <p>Free verse</p> <p>Narrative poetry</p> | <p>Poetry to read & perform</p> <p>Free verse</p> <p>Narrative poetry</p> | <p>Poetry and plays to read aloud, perform and write</p> <p>Scripted drama</p> | <p>Poetry and plays to read aloud, perform and write</p> <p>Scripted drama</p> |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------|--|---|---|---|--|--|
| Progression in skills | <p>Sentence Types: <i>Simple adjectives, conjunctions such as but, yet, so.</i></p> <p>Sentence level skills: <i>Capital letters, full stops, pronouns, question marks, exclamation marks, time conjunction.</i></p> <p>Structure: <i>Simple story plans, traditional beginnings and endings.</i></p> <p>Phonics, Spelling & Grammar: <i>Phase 5 phonics including suffixes. Use of terminology such as letter, word, singular, sentence, full stop.</i></p> | <p>Sentence Types: <i>Two adjectives, lists, similes</i></p> <p>Sentence level skills: <i>Capital letters, full stops, question marks and exclamation marks, apt word choices, Subordination (when, if, that, because), Conjunctions (or, and, but), Expanded noun phrases for description (i.e plain flour), statements, questions, exclamations or commands.</i></p> <p>Structure: <i>Sequencing ideas (beginning/ends) paragraphs, commas (in lists), apostrophes (missing letters and singular possession), present tense and past tense.</i></p> <p>Phonics, Spelling & Grammar: <i>Alternative spellings, Adding –es, –ed, –ing, –er and –est to root words Adding the endings –ing, –ed, –er, –est and –y The suffixes –ment, –ness, –ful, –less and –ly, homophones, common exception words</i></p> | <p>Sentence Types: <i>Noun-which/who/where. Emotion word, comma 3 –ed words, i.e. frightened, exhausted, terrified. Verb, person, i.e. Speedily, Michael...</i></p> <p>Sentence level skills: <i>Inverted commas to punctuate direct speech, present perfect form of verbs, i.e. He has gone out to play. Time, place and cause conjunctions, i.e when, before, after. Adverbs and prepositions.</i></p> <p>Structure: <i>Introduction to paragraphing, headings and sub-headings</i></p> <p>Phonics, Spelling & Grammar: <i>Prefixes, suffixes, word families based on common words. ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel. Possessive apostrophe with plural words, homophones and near-homophones.</i></p> | <p>Sentence Types: <i>Short (1 or 2 words) The more, the more (The more sad she became, the more she wept.) Imagine (Imagine a time...) Many questions (Where is the treasure? the gold? the diamonds?)</i></p> <p>Sentence level skills: <i>Standard English verb inflections, expanded noun phrases, fronted adverbials and commas after them, apostrophes for plural possession, relative clauses (who, which, where etc).</i></p> <p>Structure: <i>Paragraphs to organise ideas. Pronoun/noun for cohesion. Inverted commas for direct speech.</i></p> <p>Phonics, Spelling & Grammar: <i>As shown for Year 3 – the content is to be taught over 2 years.</i></p> | <p>Sentence Types: <i>Some; Others Double ly ending (quickly and purposefully) Adjective, same Adjective If, If, If; then O(l) – (hidden feelings/outer appearance) 2 Pairs (exhausted and worried, cold and hungry)</i></p> <p>Sentence level skills: <i>Converting nouns or adjectives into verbs, verb prefixes, parenthesis, commas to avoid ambiguity</i></p> <p>Structure: <i>Degrees of possibility using adverbs or modal verbs. Building cohesion within a paragraph, linking ideas across paragraphs using adverbials of time and number or tense choices.</i></p> <p>Phonics, Spelling & Grammar: <i>Endings cious or –tious –ant, –ance/–ancy, –ent, –ence/–ency –able –ible –ably and –ibly. Use of the hyphen, the letter-string ough, words with ‘silent’ letters, homophones</i></p> | <p>Sentence Types: <i>DE:DE 3 Bad - ? Personification P.C –ing, –ed Irony</i></p> <p>Sentence level skills: <i>Informal and formal speech, synonyms and antonyms, passive voice, subjunctive forms (if I were),</i></p> <p>Structure: <i>Cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. Layout devices –headings, sub-headings, columns, bullets, or tables. Semi-colon, colon and dash to mark independent clauses, use of the colon to introduce a list and use of semi-colons within lists, hyphens to avoid ambiguity.</i></p> <p>Phonics, Spelling & Grammar: <i>As shown for Year 5 – the content is to be taught over 2 years.</i></p> |