

# ANNUAL CURRICULUM COVERAGE FOR ENGLISH 2021-22



	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>YEAR 1/2</b>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to recount</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to inform</li> <li>• Writing to instruct</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to persuade</li> </ul>
<b>YEAR 3/4</b>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to recount</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to inform</li> <li>• Writing to explain</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to persuade</li> </ul>
<b>YEAR 5/6</b>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to recount</li> <li>• Writing to explain</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to inform</li> <li>• Writing to persuade</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to entertain—stories and poems</li> <li>• Writing to discuss</li> <li>• Consolidation of skills in preparation for Y7</li> </ul>

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## CLASS 1 YEAR 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>Writing to entertain— stories and poems</li> <li>Writing to recount</li> </ul>	<ul style="list-style-type: none"> <li>Writing to entertain— stories and poems</li> <li>Writing to recount</li> </ul>	<ul style="list-style-type: none"> <li>Writing to entertain— stories and poems</li> <li>Writing to inform</li> <li>Writing to instruct</li> </ul>	<ul style="list-style-type: none"> <li>Writing to entertain— stories and poems</li> <li>Writing to inform</li> <li>Writing to instruct</li> </ul>	<ul style="list-style-type: none"> <li>Writing to entertain— stories and poems</li> <li>Writing to persuade</li> </ul>	<ul style="list-style-type: none"> <li>Writing to entertain— stories and poems</li> <li>Writing to persuade</li> </ul>
<b>FORM</b>	<p>Narrative Rags to riches: Text: The Singing Mermaid</p> <p>Recount</p> <p>Texts: Peter Spiers Circus The Fabulous Foskett family Non Fiction</p> <p>Non Chronological report Diaries</p>	<p>Narrative assessment and then Poetry</p> <p>Focus Imagery Acrostic—Circus</p> <p>Narrative Rebirth</p> <p>Text: Mr Galliano's Circus</p> <p>Recount Letters postcards</p>	<p>Narrative Overcoming the monster</p> <p>Text: The Paper Dolls Narrative Overcoming the monster Fiction</p> <p>Chronological reports Newspaper reports Burnt letters</p> <p>Text: The great fire of London Non Fiction</p>	<p>Narrative Quest: Texts: The day the crayons quit.</p> <p>Poetry</p> <p>Focus: Form Shape poem (fire)</p> <p>Integrated tasks</p>	<p>Poetry</p> <p>Focus: performance Poems to perform by Julia Donaldson and Michael Rosen—Poems (linked to guided reading)</p> <p>Narrative: Comedy</p> <p>My naughty little sister</p>	<p>Non Fiction</p> <p>LS Lowery Florence Nightingale Non chronological reports Assessment—Persuasive writing—job applications</p> <p>Narrative Voyage and return</p> <p>Text: Gorilla</p>
<b>GRAMMAR AND PUNCTUATION</b>	<p>Capital letters and full stops.</p> <p><i>verb suffix work, revising adding -s and learning to add -ing</i></p>	<p><i>Question marks</i></p> <p><i>Further verbs with suffix -ing</i></p>	<p>2-syllable 'challenge' words using the vowel digraphs (e.g. turnip)</p> <p><i>Comparatives (e.g. thicker) and agent nouns (e.g. farmer) using suffix -er</i></p> <p><i>Verb past tense with suffix -ed stressed (landed) and unstressed (winked), including doubling the last consonant (hopped) + some irregular verbs (learnt as tricky)</i></p>	<p><i>Compound words – phonetic (e.g. sunset) and tricky (e.g. someone, without)</i></p> <p>Introducing silent letters – silent e and b (endings) + k and w (starts)</p>	<p><i>Superlative suffix -est</i></p>	<p><i>past tense revision stared, cared</i></p>
<b>SPELLING RULES (TEACHING)</b>	<p>Vowel digraphs and trigraphs ar, or, ur, ear, er, oi, ow, air, ure</p> <p>Revision Phase 3/4</p>	<p>Revision of all consonant and vowel digraphs (and trigraphs) learnt so far by extending them I</p> <p>Introducing silent letters – silent e and b (endings) + k and w (starts)</p>	<p>Phase 5 Spelling alternatives – Split digraph + alternatives for / ai/ (day, they, weigh) and /ee/ (beast, chief, merry)</p>	<p>Spelling alternatives for /igh/ (tie ,shy), /oa/ (so, grow, fold), / oo/ (clue, drew) + /(y)oo/ (stew, pursue) + spelling alternative for /ear/ (peer, cheer)</p> <p><i>Contractions I'll, I'm, I've, it's, she's, he'll, that's, let's, what's, don't, didn't, can't</i></p>	<p><i>Phase 5 phonics revision and screening</i></p>	<p>Spelling alternatives for /e/ (head), /ow/ (about), /ur/ (girl, fern), /oi/ (toy)</p> <p>+ tricky spellings for /u/ (e.g. does, done, son)</p> <p>Spelling alternatives for /or/ (lawn, more, boar, haunt), /air/ (bear, stare)</p>
<b>SPELLING RULES (REVISIT)</b>	Summer term (RC)	Previous term	Previous term	Previous term	Previous term	Previous term
<b>CROSS CURRICULAR WRITING</b>	<p>History— non chronological and chronological reports about people in history</p> <p>Science— Habitat descriptions</p>	<p>History— non chronological and chronological reports about people in history</p> <p>Science— seasons diary</p> <p>RE—Christmas letters</p> <p>Key question</p>	<p>History— non chronological and chronological reports about people in history</p> <p>Science— Animals descriptions</p>	<p>History— non chronological and chronological reports about people in history</p> <p>Science— My Body description, labels, healthy menus</p> <p>RE— Key question</p>	<p>History— non chronological and chronological reports about people in history</p> <p>Science— Plant diaries</p> <p>RE—Reflection journals</p>	<p>History— non chronological and chronological reports about people in history</p> <p>Science— materials descriptions and labelling</p> <p>RE—Key question</p>