

ANNUAL CURRICULUM COVERAGE FOR ENGLISH 2023-24



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

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CLASS 1 YEAR 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PURPOSE	<ul style="list-style-type: none"> Writing to entertain—stories and poems Writing to recount 	<ul style="list-style-type: none"> Writing to entertain—stories and poems Writing to recount 	<ul style="list-style-type: none"> Writing to entertain—stories and poems Writing to inform Writing to instruct 	<ul style="list-style-type: none"> Writing to entertain—stories and poems Writing to inform Writing to instruct 	<ul style="list-style-type: none"> Writing to entertain—stories and poems Writing to persuade 	<ul style="list-style-type: none"> Writing to entertain—stories and poems Writing to persuade
FORM	<p>Narrative Rebirth Text: The Singing Mermaid</p> <p>Recount</p> <p>Texts: The most magnificent machines in the world</p> <p>Non Chronological report Diaries</p> <p>Poetry The Train ride</p>	<p>Narrative assessment and then</p> <p>Poetry—Focus Imagery Acrostic—Adventure</p> <p>Narrative Overcoming the Monster The paper Dolls</p> <p>Texts: Animals and their habitats</p> <p>Recount</p> <p>Integrated Tasks</p>	<p>Narrative Rags to Riches The most important animal of all</p> <p>Chronological reports</p> <p>Newspaper reports</p> <p>Non Fiction Pets/animals</p> <p>Poetry Acrostic/shape—Apes to Zebra</p>	<p>Narrative Comedy Texts: Einstein the penguin</p> <p>Recount</p> <p>Poetry Focus: Form I never know how a poem starts</p> <p>Integrated tasks</p>	<p>Poetry Focus: performance Poems out loud</p> <p>Narrative: Voyage and return The Dragon Machine</p> <p>Diaries Recount Chronological reports</p> <p>Non Fiction Castles</p> <p>SATS</p>	<p>Non Fiction Knoghts</p> <p>Non chronological reports</p> <p>Assessment—Persuasive writing—job applications for the job of a knight, jester, Queen or King</p> <p>Letters Job adverts</p> <p>Michael Rosen—Poems (linked to guided reading)</p> <p>Narrative Quest Text: George and the Dragon</p> <p>Integrated Tasks</p>
GRAMMAR AND PUNCTUATION	<p><i>Introducing prefixes (un- and mis-)</i></p> <p>Capital letters, full stops revision plus question marks and exclamation marks</p>	<p>Punctuation revision linked to sentence types</p> <p>Commas, apostrophes</p> <p><i>Verb suffixes -e, -es, -ed, -ing covering spelling rules</i></p> <p><i>Contractions (revision and extension)</i></p> <p><i>Possessive apostrophe for singular nouns</i></p>	<p>Autumn term revision</p> <p>Homophones</p>	<p>Agent nouns (-er endings on verbs to make nouns e.g. waiter) – spelling rules when adding -er</p> <p>Suffixes -ness, -ment, -less, -ful</p> <p>Adjective formation by adding -y or -ly</p> <p>Comparatives and superlatives</p> <p>Adverbs by adding -ly</p> <p>Homophones and near homophones</p>	SATS revision (all)	Revision/consolidation
SPELLING	<p>Phase 6: Choosing c, k or ck spelling for /k/ sound</p> <p>Tricky spellings tch (+</p>	<p>Spelling alternatives for /l/ endings: le (table), el (travel), al (total), il (pupil)</p> <p>Soft c (cell, place, centre), soft g (badge,</p>	<p>Alternatives igh/ in kind, behind, wild; /i/ in myth, pyramid</p> <p>/e/ in head, instead; /u/ in done, another; /o/ in</p>	<p>Alternative spellings for /sh/ and /ch/ and new phoneme /zh/ in word endings sion, tion sual, sure, ture</p>	SATS revision ALL	Revision/consolidation