

ANNUAL CURRICULUM COVERAGE FOR ENGLISH

2024—25



	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 	<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 explain • Consolidation of skills in preparation for Y7

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CLASS 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PURPOSE	Writing to entertain	Writing to recount Writing to entertain	Writing to entertain Writing to inform	Writing to persuade Writing to entertain	Writing to entertain Writing to inform, persuade and recount	Writing to entertain Writing to explain
FORM	Poetry—imagery Narrative—settings	Biographical writing Narrative—character	Narrative—flashback story structure Formal report	Formal persuasive text Narrative—dialogue	Letters of application Diary entries Letters written in role Narrative	Narrative—viewpoint Formal explanation
GRAMMAR AND PUNCTUATION	Expanded noun phrases to convey complicated information concisely Using commas to clarify meaning and avoid ambiguity in writing Devices to build cohesion within a paragraph and linking ideas across paragraphs using adverbials of time, place and number	Layout devices Use of a colon to introduce a list and use of semi-colons within lists Using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6 only) Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or an implied (i.e. omitted) relative pronoun.	Using brackets, dashes or commas to indicate parenthesis Using passive verbs to affect the presentation of information in a sentence Punctuation of bullet points to list information	Linking ideas across paragraphs using a wider range of cohesive devices: repletion of a word or phrase; grammatical connections; ellipsis Using modal verbs or adverbs to indicate degrees of possibility The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	The difference between the structures of informal speech and structures appropriate for formal speech and writing	How words are related by meaning as synonyms and antonyms Using hyphens to avoid ambiguity Using passive verbs to affect the presentation of information in a sentence
SPELLING RULES (TEACHING)	Endings which sound like/are spelled like – <i>cious</i> or – <i>tious</i>	Adding suffixes beginning with vowel letters to words ending in – <i>fer</i>	Endings which sound/ are spelled like <i>cial</i> or – <i>tial</i>	Use of a hyphen to join a prefix to a root word	Words ending in – <i>ant</i> , – <i>ance</i> , – <i>ancey</i>	Homophones and other words that are commonly confused
SPELLING RULES (REVISIT)	Words ending with the 'shun' sound: – <i>sion</i> , – <i>ssion</i> , – <i>tion</i> , – <i>cian</i>	Adding suffixes beginning with vowel letters to words of more than one syllable – <i>ing</i> , – <i>ed</i> , – <i>er</i> – <i>en</i>	Words ending – <i>sure</i> and – <i>ture</i>	Prefixes <i>un-</i> , <i>dis-</i> , <i>mis-</i> – <i>in-</i> – <i>il-</i> – <i>im-</i> – <i>ir-</i> – <i>re-</i> – <i>sub-</i> – <i>inter-</i> – <i>super-</i> – <i>anti-</i> – <i>auto</i>	Adding suffixes – <i>ation</i> , – <i>ly</i> , – <i>ous</i>	Rules for plurals – <i>s</i> , – <i>es</i> , – <i>ies</i> and irregular plurals
CROSS CURRICULAR WRITING						