

# ANNUAL CURRICULUM COVERAGE FOR ENGLISH 2024-25



	<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 2

	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 style="text-align: center;">Narrative Quest</p> <p style="text-align: center;">Text: The Rainbow Bear</p> <p style="text-align: center;">Recount</p> <p style="text-align: center;">Non Fiction</p> <p style="text-align: center;">Non Chronological report</p> <p style="text-align: center;">Texts: Look inside our world</p> <p style="text-align: center;">Homes and habitats</p> <p style="text-align: center;">Acrostic poem</p>	<p style="text-align: center;">Narrative Rebirth</p> <p style="text-align: center;">Text: The colour of home</p> <p style="text-align: center;">Recount Letters postcards</p>	<p style="text-align: center;">Narrative Overcoming the monster</p> <p style="text-align: center;">Text: The Three little Pigs</p> <p style="text-align: center;">The Three Little Wolves and the Big Bad Pig. Eugene Trivizas and Helen Oxenbury</p> <p style="text-align: center;">Non Fiction</p> <p style="text-align: center;">Chronological reports Newspaper reports For sale brochures</p> <p style="text-align: center;">Texts: Cool Architecture – by Simon Armstrong</p> <p style="text-align: center;">Holes by Jonathan Litton</p>	<p style="text-align: center;">Narrative Rags to Riches:</p> <p style="text-align: center;">Text: The Most Magnificent Thing</p> <p style="text-align: center;">Poetry</p> <p style="text-align: center;">Focus: Form Shape poem Mega structures</p>	<p style="text-align: center;">Narrative: Voyage and return and overcoming the monster</p> <p style="text-align: center;">Text: Jack and the beanstalk</p> <p style="text-align: center;">Trust me that beanstalk stinks! The story of Jack and the beanstalk as told by the giant</p> <p style="text-align: center;">Poetry</p> <p style="text-align: center;">Focus: performance Poems to perform by Julia Donaldson and Michael Rosen—Poems (linked to guided reading)</p>	<p style="text-align: center;">Non Fiction</p> <p style="text-align: center;">Where do vegetables/grains/fruit/meat come from? By Lisa Staniford.</p> <p style="text-align: center;">A first book of nature by Nicola Davies and Mark Hearld</p> <p style="text-align: center;">Non chronological reports Assessment—Persuasive writing—Choose my healthy menu</p> <p style="text-align: center;">Narrative Quest</p> <p style="text-align: center;">Text: The owl who was afraid of the dark</p>
<b>GRAMMAR AND PUNCTUATION</b>	<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><b><u>Plus RC summer term objectives</u></b></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
	Choosing c, k or ck spelling for /k/ sound	Spelling alternatives for /l/ endings: le (table), el (travel), al (total), il (pupil)	Alternatives igh/ in kind, behind, wild; /i/ in myth, pyramid	Alternative spellings for /sh/ and /ch/ and new phoneme /zh/ in word endings sion, tion sual.	SATS revision ALL	Revision/consolidation