

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 • 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

ANNUAL CURRICULUM COVERAGE FOR ENGLISH 2024-25

CLASS 1 YEAR 1

	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 Quest</p> <p>Text: The Rainbow Bear</p> <p>Recount</p> <p>Non Fiction</p> <p>Non Chronological report</p> <p>Texts: Look inside our world</p> <p>Homes and habitats</p> <p>Acrostic poem</p>	<p>Narrative Rebirth</p> <p>Text: The colour of home</p> <p>Recount</p> <p>Letters postcards</p>	<p>Narrative Overcoming the monster</p> <p>Text: The Three little Pigs</p> <p>The Three Little Wolves and the Big Bad Pig.</p> <p>Eugene Trivizas and Helen Oxenbury</p> <p>Non Fiction</p> <p>Chronological reports</p> <p>Newspaper reports</p> <p>For sale brochures</p> <p>Texts: Cool Architecture – by Simon Armstrong</p> <p>Holes by Jonathan Litton</p>	<p>Narrative Rags to Riches:</p> <p>Text: The Most Magnificent Thing</p> <p>Poetry</p> <p>Focus: Form</p> <p>Shape poem</p> <p>Mega structures</p>	<p>Narrative: Voyage and return and overcoming the monster</p> <p>Text: Jack and the beanstalk</p> <p>Trust me that beanstalk stinks!</p> <p>The story of Jack and the beanstalk as told by the giant</p> <p>Poetry</p> <p>Focus: performance</p> <p>Poems to perform by Julia Donaldson and Michael Rosen—Poems (linked to guided reading)</p>	<p>Non Fiction</p> <p>Where do vegetables/grains/ fruit/meat come from? By Lisa Staniford.</p> <p>A first book of nature by Nicola Davies and Mark Hearld</p> <p>Non chronological reports</p> <p>Assessment—Persuasive writing—Choose my healthy menu</p> <p>Narrative Quest</p> <p>Text: The owl who was afraid of the dark</p>
GRAMMAR AND PUNCTUATION	<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>
SPELLING RULES (TEACHING)	<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</p> <p>Introducing silent letters – silent e and b (endings) + h and m (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>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 /</p>