

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

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CLASS 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PURPOSE	Writing to entertain	Writing to recount Writing to explain	Writing to entertain Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain Writing to persuade
FORM	Poetry—imagery Narrative—setting	Narrative— Character Recount	Narrative— structure Formal report— Explanation	Poetry—form Narrative— dialogue Report	Poetry— performance Narrative— character	Narrative— dialogue Persuasive
GRAMMAR AND PUNCTUATION	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Introduction to paragraphs as a way to group related material	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], Use of commas after fronted adverbials	Apostrophes to mark plural possession Headings and sub- headings to aid presentation	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Introduction to inverted commas to punctuate direct speech	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms	Use of inverted commas and other punctuation to indicate direct speech Adverbs [for example, then, next, soon, therefore],
SPELLING RULES (TEACHING)	Words with endings sounding like /ʒə/ or /tʃə/	Endings which sound like /ʒən/	The suffix –ous Possessive apostrophe with plural words	Endings which sound like /ʃən/ spelt –tion, –sion, –ssion, –cian	Words with the /k/ sound spelt ch (Greek in origin)	Words with the /j/ sound spelt ch Homophones and near-homophones
SPELLING RULES (REVISIT)	Adding suffixes beginning with vowel letters to words of more than one syllable	The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou	More prefixes Words with the /eɪ/ sound spelt ei, eigh, or ey	The suffix –ation Words with the /s/ sound spelt sc	The suffix –ly Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que
CROSS CURRICULAR WRITING	Persuasive writing	Persuasive writing Poetry	Recount	Non Chronological report	Recount	Non Chronological Report Narrative writing