

ANNUAL CURRICULUM COVERAGE FOR ENGLISH

2025—26



	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 discuss 	<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 explain	Writing to entertain Writing to inform	Writing to entertain	Writing to discuss	Writing to entertain
FORM	Poetry—imagery Narrative—character	Sports Commentary Explanations Poetry—form and narrative viewpoint	Narrative—creating atmosphere Formal report	Narrative—structure	Formal discursive text	Narrative—dialogue
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 Punctuation of bullet points to list information Using the perfect form of verbs to mark relationships of time and cause Using passive verbs to affect the presentation of information in a sentence	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 semi-colons, colons or dashes to mark boundaries between independent clauses (Y6 only)	Linking ideas across paragraphs using a wider range of cohesive devices: repetition 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.	How words are related by meaning as synonyms and antonyms Using hyphens to avoid ambiguity
SPELLING RULES (TEACHING)	Words ending in <i>-ent, -ence/-ency</i>	Words with 'silent' letters i.e. letters whose presence cannot be predicted from the pronunciation of the word	Words ending in <i>-able</i> and <i>-ible</i>	Words with the 'i' sound spelled ei after c	Words ending in <i>-ably</i> and <i>-ibly</i>	Words containing the letter string <i>-ough</i>
SPELLING RULES (REVISIT)	Endings which sound like/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 like/spelled like <i>-cial/-tial</i>	Use of the hyphen to join a prefix to a root word	Words ending in <i>-ant, -ance/-ancy,</i>	Homophones and other words that are commonly confused
CROSS CURRICULAR WRITING						