

# ANNUAL CURRICULUM COVERAGE FOR ENGLISH 2025-26



	AUTUMN	SPRING	SUMMER
<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>

# ANNUAL CURRICULUM COVERAGE FOR ENGLISH 2023-24

## CLASS 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PURPOSE</b>	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
<b>FORM</b>	Poetry—imagery Narrative— structure	Narrative—setting Recount	Narrative— viewpoint Formal report	Poetry—form Narrative— dialogue	Poetry— performance Narrative— character	Persuasive
<b>GRAMMAR AND PUNCTUATION</b>	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],
<b>SPELLING RULES (TEACHING)</b>	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
<b>SPELLING RULES (REVISIT)</b>	Words with endings sounding like /ʒə/ or /tʃə/	Endings which sound like /ʒən/ like /ʒə/ or /tʃə/	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 /ʃ/ sound spelt ch Homophones and near-homophones
<b>CROSS CURRICULA R WRITING</b>	Diary	Instructions	Letter	Non-Chronological Report		Recount