



ENGLISH CURRICULUM

St. Bede CE Primary Academy: English Curriculum

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Long Term Planning Overview

The Long Term Plans allow for two planning approaches:

- Planning which follows the teaching sequence for writing: designed to follow the phases of the teaching sequences, leading to a quality written outcome.
- Interest Led – one (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.

Both approaches are designed to be tailored to the needs of the children through ongoing assessment/national expectations.

The Long Term Plans are designed to ensure whole school coverage of a range of genres and text types, including non-fiction and poetry. Teachers must take note of the outcome statements to ensure progression in text types and to avoid repetition across year groups. There is alignment with other curriculum areas and, where possible, text types have been allocated to support teaching and learning in the Foundation Subjects.

High quality texts have been selected for each year group to encourage a text-based approach - these comprise of one or two texts per term. Modules are taught with the key text at the centre, making learning meaningful and inspiring a love of reading for all.

Teaching Sequence:

Text Analysis:

- Prediction
- Inference
- Text and Grammar features
- Identifying and understanding vocabulary
- Identifying text structure

Writing (Teacher model, learn, try, apply):

- Plan for content using Teacher model; learn, try, apply (scaffolds: Sue Palmer, story mountain, tales toolkit, box it up, story maps, mind maps)
- Draft in sections
- Proof read, edit and improve in sections
- Publish with emphasis on presentation and handwriting in WOW Write books- minimum of 3 pieces per half term

Spelling: EYFS – Y2 (Spring term) Phonics, Y2 (Summer term) – Y6 weekly spelling tests on year group word lists.

Handwriting: Teacher model, learn, try, apply at the beginning of the lesson. Practise to be key vocabulary words/Phonics sounds. Teachers to model using pre-cursive and cursive script. Handwriting to be taught as a separate lesson once a week. A balance of pre-cursive/cursive and printed script to be used on displays/writing around the classroom.

Presentation: see Presentation Policy.

Grammar: taught as a 'starter' and linked into WILFs.

Working Walls/resources: ensure working walls are reflective of what is being taught currently for pupils to refer to. Ensure that all pupils have resources to support writing – word mats, punctuation pyramids, sound mats, physical resources to support learning.

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EYFS - Nursery

EYFS – Nursery Writing			
Term		Handwriting	Key terminology
Autumn	<p>Writing opportunities in EYFS are child-led and are based on current interests of the children. Texts are chosen to reflect and support these interests and are regularly reviewed to match the current interests of the children. Texts may include Nursery Rhymes, Traditional Tales/Stories as well as modern texts, poems, non-fiction texts and magazines. EYFS children have continual access to reading and writing material within the environment.</p>	<p>Developing gross/fine motor skills. Whole-body responses to the language of movement Large movements with equipment Large movements with malleable materials Holds mark-making tools with thumb and all fingers Using one-handed tools and equipment Hand responses to music</p>	<p>letter alphabet phoneme blending digraph</p>
Spring			
Summer			

Nursery Curriculum Objectives – Writing	
<p>Range 3 18-24 months 1 ½ - 2 years</p>	<ul style="list-style-type: none"> • begins to understand the cause and effect of their actions in mark making • knows that the marks they make are of value • enjoys the sensory experience of making marks
<p>Range 4 24-36 months 2-3 years</p>	<ul style="list-style-type: none"> • distinguishes between the different marks they make • enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology
<p>Range 5 36-48 months 3-4 years</p>	<ul style="list-style-type: none"> • makes up stories, play scenarios, and drawings in response to experiences, such as outings • sometimes gives meaning to their drawings and paintings • ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • includes mark making and early writing in their play • imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • begins to make letter-type shapes to represent the initial sound of their name and other familiar words

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EYFS - Nursery Reading		
Term	Word reading – Phonics/Decoding	Comprehension
Autumn	<p style="text-align: center;">Phase 1 (ongoing throughout the year)</p> <p>Supports the importance of speaking and listening and develops children’s discrimination of sounds, including letter sounds.</p> <ul style="list-style-type: none"> • develop children’s listening skills and awareness of sounds in the environment. • experience and develop awareness of sounds made with instruments and noise makers • develop awareness of sounds and rhythms • experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech • develop understanding of alliteration • distinguish between the differences in vocal sounds, including oral blending and segmenting • develop oral blending and segmenting of sounds in words 	<ul style="list-style-type: none"> • enjoys rhyming and rhythmic activities. • shows awareness of rhyme and alliteration. • recognises rhythm in spoken words. • listens to and joins in with stories and poems, one-to-one and also in small groups. • joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Spring		<ul style="list-style-type: none"> • beginning to be aware of the way stories are structured. • suggests how the story might end. Listens to stories with increasing attention and recall. • describes main story settings, events and principal characters. • shows interest in illustrations and print in books and print in the environment.
Summer		<ul style="list-style-type: none"> • recognises familiar words and signs such as own name and advertising logos. • looks at books independently. • handles books carefully. • knows information can be relayed in the form of print. • holds books the correct way up and turns pages. • knows that print carries meaning and, in English, is read from left to right and top to bottom.

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Nursery Curriculum Objectives – Reading	
Range 3 18-24 months 1 ½ - 2 years	<ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites • begins to join in with actions and sounds in familiar song and book sharing experience
Range 4 24-36 months 2-3 years	<ul style="list-style-type: none"> • has some favourite stories, rhymes, songs, poems or jingles • repeats and uses actions, words or phrases from familiar stories • fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a.. • begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps • enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
Range 5 36-48 months 3-4 years	<ul style="list-style-type: none"> • listens to and joins in with stories and poems, when reading one-to-one and in small groups • joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • begins to be aware of the way stories are structured, and to tell own stories • talks about events and principal characters in stories and suggests how the story might end • shows interest in illustrations and words in print and digital books and words in the environment • recognises familiar words and signs such as own name, advertising logos and screen icons • looks at and enjoys print and digital books Independently • knows that print carries meaning and, in English, is read from left to right and top to bottom • knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • handles books and touch screen technology carefully and the correct way up with growing competence • begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> - shows awareness of rhyme and alliteration - recognises rhythm in spoken words, songs, poems and rhymes - claps or taps the syllables in words during sound play - hears and says the initial sound in words

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EYFS – Reception

EYFS – Reception Writing				
Term		Handwriting	Spelling	Key terminology
Autumn	Writing opportunities in EYFS are child-led and are based on current interests of the children. Texts are chosen to reflect and support these interests and are regularly reviewed to match the current interests of the children. Texts may include Nursery Rhymes, Traditional Tales/Stories as well as modern texts, poems, non-fiction texts and magazines. EYFS children have continual access to reading and writing material within the environment.	Pattern-making Investigating and forming dots, straight lines and crosses Investigating and forming circles, curves, loops and waves Investigating and forming joined straight lines and angled patterns Investigating and forming eights and spirals	Be able to read the five tricky words: the, to, I no, go.	letter word sentence phoneme digraph
Spring		Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	Phase 3 Key words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all	blending segmenting
Summer		Left to right orientation Forming letters on the line Holding pencil correctly Letter formation – lead in/lead out flick Writing name using pre-cursive letter formation Use of some pre-cursive letters in guided/independent writing	Phase 4 Key words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.	

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Reception Curriculum Objectives – Writing	
<p>Range 5 36-48 months 3-4 years</p>	<ul style="list-style-type: none"> • makes up stories, play scenarios, and drawings in response to experiences, such as outings • sometimes gives meaning to their drawings and paintings • ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • includes mark making and early writing in their play • imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right • attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • begins to make letter-type shapes to represent the initial sound of their name and other familiar words
<p>Range 6 48-60 months 4-5 years 60-71 months 5-6 years</p>	<ul style="list-style-type: none"> • enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
<p>Early Learning Goals</p>	<ul style="list-style-type: none"> • write recognisable letters, most of which are correctly formed • spell words by identifying sounds in them and representing the sounds with a letter or letters • write simple phrases and sentences that can be read by others

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EYFS - Reception Reading		
Term	Word reading – Phonics/Decoding	Comprehension
Autumn	<p style="text-align: center;">Phase 2:</p> <ul style="list-style-type: none"> • give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n • find any Phase Two letter, from a display, when given the sound • be able to orally blend and segment CVC words • be able to blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and ‘silly names’ such as ip, ug and ock • be able to read the five tricky words the, to, I, no, go 	<ul style="list-style-type: none"> • continues a rhyming string • hears and says the initial sound in words • can segment the sounds in simple words and blend them together and knows which letters represent some of them • links sounds to letters, naming and sounding the letters of the alphabet
Spring	<p style="text-align: center;">Phase 3:</p> <ul style="list-style-type: none"> • give the sound when shown all or most Phase Two and Phase Three graphemes • find all or most Phase Two and Phase Three graphemes, from a display, when given the sound • be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes) • be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes) • be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are • be able to spell the tricky words the, to, I, no, go • write each letter correctly when following a model 	<ul style="list-style-type: none"> • begins to read words and simple sentences • uses vocabulary and forms of speech that are increasingly influenced by their experiences of books • enjoys an increasing range of books • knows that information can be retrieved from books and computers
Summer	<p style="text-align: center;">Phase 4</p> <ul style="list-style-type: none"> • apply phonic knowledge to decode words • read accurately by blending taught GPC • read some two-syllable words • read CCVC and CCVC words • confidently read many HFW’s • read aloud phonically-decodable texts <p style="text-align: center;">Children to move on to Phase 5 once secure with Phase 4.</p>	<ul style="list-style-type: none"> • read and understand simple sentences • use phonic knowledge to decode regular words and read them aloud accurately • read some common irregular words • demonstrate understanding when talking with others about what they have read

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Reception Curriculum Objectives – Reading	
<p>Range 5 36-48 months 3-4 years</p>	<ul style="list-style-type: none"> • listens to and joins in with stories and poems, when reading one-to-one and in small groups • joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • begins to be aware of the way stories are structured, and to tell own stories • talks about events and principal characters in stories and suggests how the story might end • shows interest in illustrations and words in print and digital books and words in the environment • recognises familiar words and signs such as own name, advertising logos and screen icons • looks at and enjoys print and digital books Independently • knows that print carries meaning and, in English, is read from left to right and top to bottom • knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • handles books and touch screen technology carefully and the correct way up with growing competence • begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> - shows awareness of rhyme and alliteration - recognises rhythm in spoken words, songs, poems and rhymes - claps or taps the syllables in words during sound play - hears and says the initial sound in words
<p>Range 6 48-60 months 4-5 years</p> <p>60-71 months 5-6 years</p>	<ul style="list-style-type: none"> • enjoys an increasing range of print and digital books, both fiction and non-fiction • uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • describes main story settings, events and principal characters in increasing detail • re-enacts and reinvents stories they have heard in their play • knows that information can be retrieved from books, computers and mobile digital devices • is able to recall and discuss stories or information that has been read to them, or they have read themselves • begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example • begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> - continues a rhyming string and identifies alliteration - hears and says the initial sound in words - begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - starts to link sounds to letters, naming and sounding the letters of the alphabet - begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.
<p>Early Learning Goals</p>	<p><u>Comprehension:</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate (where appropriate) key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play <p><u>Word Reading:</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

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Year 1

Year 1 Writing							
Term	Texts	Fiction	Non-Fiction	Poetry	Handwriting	Spelling	Grammar
Autumn	<i>Little Red Riding Hood</i>	Traditional Tales – Fairy Tales Write a re-telling of a traditional story.	Labels, Lists and Captions Write labels and sentences for an in-class exhibition/museum display.	Poetry using the Senses – Vocabulary Building Read, discuss and perform free verse. Write own poem.	Children are taught pre-cursive letter formations. Singular pre-cursive letters, finger spaces, writing on line.	Phase 4 Key words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.	Terminology for pupils: letter capital letter noun pronoun word
	<i>Jack and the Beanstalk</i>		Recount Write simple first-person recounts based on personal experience, using adverbs of time to aid sequencing.	Poetry on a Theme Read, discuss and perform free verse. Use structure to write own poem.			
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.							
Spring	<i>Handa's Surprise</i>	Stories from a Range of Cultures Write a series of sentences to describe a different culture and setting.	Report A simple non-chronological report with a series of sentences to describe aspects of the subject or person.	Seasons Poetry Read, discuss and perform poems. Recite familiar poems by heart.	Upper Case and lower case, finger spaces, writing on line.	Phase 5 Key words: All 100 high frequency words.	singular plural sentence punctuation full stop question mark exclamation mark
	<i>Bob, the Man on the Moon</i>		Instructions Following a practical experience, write up the instructions for a simple recipe e.g. sandwiches.				
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.							
Summer	<i>Peace At Last</i>	Stories with predictable phrasing and patterned language Write simple sentences using patterned language, words and phrases taken from familiar stories.	Explanations Draw pictures to illustrate a simple process and prepare several sentences to support the explanation - Life Cycles.	Riddles Read, discuss and write a riddle on a theme.	Ascenders and descenders, finger spaces, writing on line. Ascenders b, d, f, h, k, l, t Descenders g, j, p, q, y	Phase 6 Key words: Year 1 common exception words. (English Appendix 1)	adjective verb
	<i>We're Going on a Bear Hunt.</i>		Reports A simple non-chronological report with a series of sentences under sub-headings.				
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.							
Alan Peat sentences		1A sentences			BOBs sentences		

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Year 1 Curriculum Objectives – Writing	
Transcription: Spelling	<ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes already taught (see Appendix 1) • spell some common exception words • spell the days of the week • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • add the prefix un • add the suffixes –ing, -ed, -er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) • apply simple spelling rules and guidelines, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words taught so far
Transcription: Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0 – 9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these
Composition	<ul style="list-style-type: none"> • write sentences by saying out loud what they are going to write about • write sentences by composing a sentence orally before writing it • sequence sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • leave spaces between words • use joining words and join sentences using and • punctuate sentences using a capital letter and a full stop, question mark or exclamation • understand the grammar in column 1, Appendix 2 • use the grammatical terminology in Appendix 2 when discussing their writing

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Year 1 Reading					
Term	Word reading – Phonics/Decoding		Comprehension		
Autumn	<p style="text-align: center;">Phase 4</p> <ul style="list-style-type: none"> practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words teach blending and segmentation of adjacent consonants teach and practise reading & spelling CVCC words reading common high frequency words 		<ul style="list-style-type: none"> develop a pleasure in reading and motivation to read listen whilst others read and show understanding simply retell stories recognise and join in with predictable phases join in with a discussion about a text make simple predictions 		
	<p style="text-align: center;">Phase 5</p> <ul style="list-style-type: none"> Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule). Teach alternative pronunciations for graphemes (p136): i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou. 				
Spring			<ul style="list-style-type: none"> link what they have read or heard to their own experiences listen and discuss a range of texts beyond what they can read independently retell stories with some detail recite poems by heart link word meanings to those already known make predictions based on what has been read so far make simple inferences recall and locate events in a text 		
Summer	<p style="text-align: center;">Phase 6</p> <ul style="list-style-type: none"> Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, est, -y, -en, -ful, -ly, ment, -ness). Teach spelling of long words. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics. 		<ul style="list-style-type: none"> explain clearly their understanding of what has been read discuss the significance of title and events join in discussions about a text, take turns and consider what other people say listen and discuss a wide range of texts beyond what they can read independently retell stories with increasing detail read and discuss a wide range of texts beyond what they can read independently make inferences based on what is said and done 		
Year 1 texts to be read to the class	Non-Linear	Archaic	Complexity of Narrator	Complexity of Plot	Resistant
	Voices in the Park – Anthony Browne	Who has seen the Wind – Christina Rossetti	The Days the Crayons Quit – Drew Daywalt	The Tiger Who Came for Tea – Judith Kerr	Tadpole’s Promise – Janine Willis Lost & Found – Oliver Jeffers

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Year 1 Curriculum Objectives – Reading

Word Reading	<ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings• read other words of more than one syllable that contain taught GPCs• read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s)• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• re-read books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words to build up their fluency and confidence
Comprehension	<ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently- being encouraged to link what they read or hear to their own experiences- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics- recognising and joining in with predictable phrases- learning to appreciate rhymes and poems, and to recite some by heart- discussing word meanings, linking new meanings to those already known• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none">- drawing on what they already know or on background information and vocabulary provided by the teacher- checking that the text makes sense to them as they read and correcting inaccurate reading- discussing the significance of the title and events- making inferences on the basis of what is being said and done- predicting what might happen on the basis of what has been read so far• participate in discussions about what is read to them, taking turns and listening to what others say• explain clearly their understanding of what is read to them

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Year 2

Year 2 Writing							
Term	Texts	Fiction	Non-Fiction	Poetry	Handwriting	Spelling	Grammar
Autumn	<i>Three Little Pigs</i> <i>Cinderella</i> <i>The True Story of the 3 Little Pigs</i> <i>Prince Cinders</i> <i>The Polar Express</i> <i>The Night Before Christmas</i>	Tales with a twist Write a re-telling of a traditional story with a twist.	Recount Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.	List Poems - Vocabulary Building Read list poems. Write and perform own versions.	Confidence and pace in singular pre-cursive letters, letters are the same size.	Phase 5 Key words: All 100 high frequency words.	Terminology for pupils: noun noun phrase statement question exclamation command
			Report Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.				
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.							
Spring	<i>Gorilla</i> <i>The Tunnel</i> <i>Silly Billy</i>	Stories by the same author (Anthony Browne) Use an author's style/themes as a model to write a new story.	Explanation Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.	Poetic Structure – Calligrams Write own calligrams based on single words.	Join pairs/groups of letters.	Phase 6 Key words: Year 1 common exception words. (English Appendix 1)	compound suffix adjective adverb verb past tense present tense apostrophe comma conjunction
				Acrostic poetry Read, discuss and perform poems. Write acrostic poems on a theme.			
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.							
Summer	<i>The Lighthouse</i> <i>Keeper's Lunch</i> <i>How to Wash a Woolly Mammoth</i> <i>Ning Nang Nong</i>	Extended stories with structure Identify key sections in extended stories. Lead on to writing their own story with an opening, dilemma and events to resolve.	Instructions Write a series of fiction-based instructions, including diagrams (e.g. How to Trap an Ogre).	Free Verse Poetry – Vocabulary Building Read, write and perform free verse poems.	Join pairs/groups of letters.	Weekly Spelling Test Year 2 common exception words. (English Appendix 1)	
			Explanations Produce a flowchart, ensuring content is clearly sequenced (e.g. How to read a map. How to be an explorer).	Take One Poet – Poetry Appreciation Personal responses to poetry. Recite familiar poems by heart.			
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.							
Alan Peat sentences		2A sentences	List sentences	Speech sentences		What +! sentences	

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Year 2 Curriculum Objectives – Writing	
Transcription: Spelling	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • spell common exception words • spell more words with contracted forms • distinguishing between homophones and near-homophones • add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words and punctuation taught so far
Transcription: Handwriting	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters
Composition	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> - learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for Year 2 in Appendix 2 - some features of written Standard English - use and understand the grammatical terminology in Appendix 2 in discussing their writing

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Year 2 Reading					
Term	Word reading – Phonics/Decoding		Comprehension		
Autumn	<p style="text-align: center;">Phase 5</p> <ul style="list-style-type: none"> practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule). teach alternative pronunciations for graphemes (p136): i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou. 		<ul style="list-style-type: none"> answer simple questions about a text retell a story using key events make inferences based on what is said and done make informed predictions about a text use a contents and index page in a non-fiction text continue to recite poems by heart 		
Spring	<p style="text-align: center;">Phase 6</p> <ul style="list-style-type: none"> investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, est, -y, -en, -ful, -ly, ment, -ness). teach spelling of long words. introduce & teach the past tense. learning & practising spelling. syllables. base words. analogy. mnemonics. 		<ul style="list-style-type: none"> use a text to find answers to questions retell a story using elements of setting and characters make inferences based on what is said and done in a text read independently make informed predictions in a text read independently use non-fiction texts to extract key facts recognise key themes and ideas discuss favourite words and phrases develop repertoire of poems learnt by heart developing expression when reciting 		
Summer	<ul style="list-style-type: none"> read with increasing pace, accuracy and enjoyment use phonics knowledge to decode quickly and accurately read Year 2 exception words listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks 		<ul style="list-style-type: none"> answer questions using evidence from a text discussing the sequence of events in books and how items of information are related make links between the text they are reading and other texts they have read recognising simple recurring literary language in stories and poetry decide how useful a non-fiction text is for its purpose clarify the meaning of new words use appropriate intonation to recite poems in order to make the meaning clear for the audience 		
Year 2 texts to be read to the class	Non-Linear	Archaic	Complexity of Narrator	Complexity of Plot	Resistant
	The Stinky Cheese Man –	The Tale of Peter Rabbit – Beatrix Potter	Fantastic Mr Fox – Roald Dahl	The Heart and the Bottle – Oliver Jeffers	The Colour Monster –

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Year 2 Curriculum Objectives – Reading	
Word Reading	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words or two or more syllables that the same GPCs as above • read words containing common suffixes • read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word • read most words quickly and accurately when they have been frequently encountered without overt sounding and blending • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read books closely matched to their improving phonic knowledge to build up their fluency and confidence in word reading
Comprehension	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

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Year 3

Year 3 Writing								
Term	Texts	Fiction	Non-Fiction	Poetry	Handwriting	Spelling	Grammar	
Autumn	<i>George's Marvellous Medicine</i> <i>Edward Lear</i> <i>Aesop's Fables</i>	Traditional tales – Fables Read and discuss existing fables. Write a new fable to convey a moral. Write and perform and play based on a fable.	Persuasion Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.	Poems with structure – limericks Read, build vocabulary and perform limericks. Recite familiar limericks by heart. Children write their own limericks.	Join majority of writing.	Weekly Spelling Test Revision of Year 2 common exception words. (English Appendix 1)	Terminology for pupils: nouns preposition conjunction adverbs present perfect	
			Instructions Write and evaluate a range of instructions, including directions.					
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.								
Spring	<i>Alice in Wonderland</i> <i>The Sound Collector</i>	Adventure stories Look at structure in stories and lead on to writing their own story with an opening, dilemma and events to resolve.	Newspaper report Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider gram to organise the information.	Take one poet – poetry appreciation Personal responses to poetry, recite familiar poems by heart.	Understand presentation standards for each subject.	Weekly Spelling Test Years 3 and 4 Word List. (English Appendix 1)	word family prefix clause subordinate clause direct speech consonant	
			Explanation Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.					
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.								
Summer	<i>Charlie and the Chocolate Factory</i> <i>Escape from Pompeii</i>	Writing and performing a Play Write and perform a play, based on a familiar story.	Recount Write in first person giving opinions and emotions of what happened in a historical era. Discuss the difference between fact and opinion.	Poems with structure – haiku, tanka and kennings Read and write haiku, tanka and kennings based on a theme.	All handwriting joined.	Weekly Spelling Test Years 3 and 4 Word List. (English Appendix 1)	consonant letter vowel vowel letter inverted commas	
			Biography Look at the structure of this text type. Recreate the structure using information about the author.					
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.								
Alan Peat sentences		B O Y S sentences – but, or, yet, so	3 _ed sentences	Double ly ending sentences	2 pairs sentences	If, if, if, then sentences	All the W's sentences	First word last sentences, including 'un' – opposite words

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Year 3 Curriculum Objectives – Writing	
Transcription: Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes (dis-, mis-, in-, super-, anti-, -ation, -ly, -sion, -tion) and understand how to add them (Appendix 1) • spell a range of homophones • spell many words that are often misspelt (Appendix 1)
Transcription: Handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letter • understand which letter, when adjacent to one another, are best left un-joined
Composition	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • begin to proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause • use verbs in past or present tense • indicate possession by using the possessive apostrophe with singular and plural nouns • use inverted commas to punctuate direct speech • use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading

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Year 3 Reading					
Term	Word Reading		Comprehension		
Autumn	<ul style="list-style-type: none"> to read with pace, accuracy and enjoyment use phonics knowledge to decode quickly and accurately to read some Year 3 exception words listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 		<ul style="list-style-type: none"> identify the features of a range of text types make predictions about a text justify predictions with evidence from a text comment on authors language choices 		
Spring	<ul style="list-style-type: none"> to develop an understanding of root words, prefixes and suffixes use the context of the sentence to help me to read unfamiliar words to test out different pronunciations to read many Year 3 exception words reading books that are structured in different ways preparing poems and play scripts to read aloud and to perform 		<ul style="list-style-type: none"> confidently discuss the features of different text types and genres use alphabetically ordered text to find information discuss how characters relate to one another comment on word and phrases that capture the readers interest 		
Summer	<ul style="list-style-type: none"> read with confidence, using commas, question marks and exclamation marks to vary expression use knowledge of root words, suffixes and prefixes to read and understand new words to confidently read most Year 3 exception words read for a range of purposes 		<ul style="list-style-type: none"> use organisational features to locate information make inferences from a text justify inferences with supporting evidence confidently discuss a character's thoughts and feelings discuss how choice of language creates mood and tension 		
Year 3 texts to be read to the class	Non-Linear	Archaic	Complexity of Narrator	Complexity of Plot	Resistant
	The Legend of Captain Crow's Teeth	Charlotte's Web	Ottoline and the Yellow Cat	Revolting Rhymes	Cloud Busting

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Year 3 Curriculum Objectives – Reading	
Word Reading	<ul style="list-style-type: none"> • beginning to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet • beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader’s interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] • begin to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning • begin to retrieve and record information from non-fiction • begin to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

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Year 4

Year 4 Writing									
Term	Texts	Fiction	Non-Fiction	Poetry	Handwriting	Spelling	Grammar		
Autumn	<i>Why the Whales Came</i> <i>The Lion and the Unicorn</i>	Genres Identify different genres and related features. Write openings/endings to demonstrate understanding of the genre.	Report Write own report independently based on notes gathered from several sources. Explore different styles of report and the links between fact and opinion.	Poetic Features Identify similes and metaphors. Apply these features in some of their own poetry.	Understand presentation standards for each subject.	Weekly Spelling Test Homophones and near-homophones. Years 3 and 4 Word List. (English Appendix 1)	Terminology for pupils: determiner plural possessive verb inflections fronted adverbials pronoun possessive pronoun cohesion apostrophes		
	Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.								
Spring	<i>Romeo and Juliet</i> <i>Macbeth</i>	Fiction from our Literary Heritage – William Shakespeare Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	Persuasion Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.	Poetic Structure – Sonnets Read and perform sonnets. Write own version of a sonnet following the poetic structure.	All handwriting joined.	Weekly Spelling Test Homophones and near-homophones. Years 3 and 4 Word List. (English Appendix 1)	Terminology for pupils: determiner plural possessive verb inflections fronted adverbials pronoun possessive pronoun cohesion apostrophes		
	Poetic Structure - Ballads Read, write and perform basic narrative, free verse and ballads.								
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.									
Summer	<i>The Boy at the Back of the Class</i> <i>The Willow</i> <i>Pattern Story – Allan Drummond</i>	Stories with a specific genre/from a different culture Use a story structure and apply it to writing in a specific genre.	Discussion Consider different sides of an argument and decide on a course of action, summarising reasons in a letter.	Performance Poetry Read, write and perform free verse. Perform a poem using appropriate tone, volume and expression.	Develop speed and fluency in joined writing.	Weekly Spelling Test Homophones and near-homophones. Years 3 and 4 Word List. (English Appendix 1)	Terminology for pupils: determiner plural possessive verb inflections fronted adverbials pronoun possessive pronoun cohesion apostrophes		
	Explanation Create and use a flowchart to write an explanation of a process. Include an introduction, diagrams and a conclusion.								
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.									
Alan Peat sentences		Noun, which/who/where, sentences	P.C. sentences (paired conjunctions)	Emotion word, (comma) sentences	Ad same Ad	SHORT sentences	Fronted adverbial sentences	Similes	Verb, person sentences

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Year 4 Curriculum Objectives – Writing	
Transcription: Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes (il-, im-, re-, sub-, inter-, auto-, -sion, -ous, -cian) and understand how to add them • spell further homophones • spell words that are often misspelt (Appendix 1) • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Transcription: Handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Composition	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions (co-ordinating and subordinating) • use the perfect form of verbs to mark relationships of time and cause • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause • use fronted adverbials • use commas after fronted adverbials • use a range of determiners • use inverted commas and associated punctuation to punctuate direct speech • indicate possession by using the possessive apostrophe with singular and plural nouns • use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading

St. Bede CE Primary Academy: English Curriculum

Year 4 Reading					
Term	Word Reading		Comprehension		
Autumn	<ul style="list-style-type: none"> • read out loud using a range of punctuation to create expression • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • read further exception words • identifying key themes and conventions in a range of genres • apply their knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- 		<ul style="list-style-type: none"> • identify features of different fiction genres • retrieve and record information from non-fiction texts • participate in discussions about fiction, poetry and non-fiction texts • make predictions with evidence from the text and with knowledge of wider reading 		
Spring	<ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • apply their knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian 		<ul style="list-style-type: none"> • locate and record information using skimming and scanning • recognising some different forms of poetry • justify reasons for opinions using evidence from the text and own ideas • use dictionaries to check the meaning of words that they have read • summarise the main topics drawn from more than one paragraph 		
Summer	<ul style="list-style-type: none"> • read a range of texts confidently with fluency and accuracy • understand the meaning of new words through contextual cues • read all Y3/4 exception words • apply their knowledge of root words, prefixes and suffixes/word endings to read and understand the meaning of words 		<ul style="list-style-type: none"> • identify themes and conventions in a wide range of books • make connections between books by the same author • compare, contrast and evaluate different non-fiction texts • find and comment on examples of how authors express different moods, feelings and attitudes • understand how the author wants the reader to respond 		
Year 4 texts to be read to the class	Non-Linear	Archaic	Complexity of Narrator	Complexity of Plot	Resistant
	The Firework Maker's Daughter	The Lion, the Witch and the Wardrobe	The Witches	The Molehouse Cat	Topsy Turvy World

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Year 4 Curriculum Objectives – Reading	
Word Reading	<ul style="list-style-type: none"> • able to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet • able to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader’s interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

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Year 5

Year 5 Writing									
Term	Texts	Fiction	Non-Fiction	Poetry	Handwriting	Spelling	Grammar		
Autumn	<i>Viking Boy – Tony Bradman</i>	Stories with a historical theme Explore texts with a historical theme and identify features. Write to demonstrate understanding of the genre.	Recount Compose a biographical account based on research.	Poetic Features Identify similes, metaphors, personification, lists, alliteration, and onomatopoeia. Apply features in some of own poetry.	Understand presentation standards for each subject.	Weekly Spelling Test Homophones and other words that are often confused. Years 5 and 6 Word List. (English Appendix 1)	Terminology for pupils:		
			Instructions Detailed instructions with clear introduction and conclusion tailored for a range of different audiences.					modal verb	
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.									
Spring	<i>Beowulf</i> <i>Firecrackers: An Explosion of Fantastical Poems, Raps, Haiku, Rhyming Plays</i>	Traditional Tales – Myths and Legends Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.	Persuasion Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.	Spoken word poetry/rap Read, write and perform free verse. Listen to, read and respond to raps. Experiment with writing their own.	All handwriting joined.	Weekly Spelling Test Homophones and other words that are often confused. Years 5 and 6 Word List. (English Appendix 1)	Terminology for pupils:	relative pronoun	
			Report Write a report, in the form of an information leaflet, in which two or more subjects are compared.					verb prefixes	
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.									
Summer	<i>The Highwayman – Alfred Noyes</i> <i>The Watertower</i> <i>Iron Man</i> <i>There's a Rang-Tan in My Bedroom</i>	Stories with suspense and mystery Develop skills of building up atmosphere in writing e.g. passages building up tension.	Explanation Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style.	Narrative Poems Read, discuss and perform The Highwayman. Write an adapted version in the same style.	Develop speed and fluency in joined writing.	Weekly Spelling Test Homophones and other words that are often confused. Years 5 and 6 Word List. (English Appendix 1)	Terminology for pupils:	suffices	
			Discussion Write up a balanced discussion presenting two sides of an argument, following a debate.					adverbs	
Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.									
Alan Peat sentences		Some; others sentences	Description: Details sentences	Personification of weather sentences	Outside: Inside sentences	Italics 'stressed word' sentences	3 bad – (dash) question sentences	Name – adjective pair – sentences	Ing, ing, ing sentences

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Year 5 Curriculum Objectives – Writing	
Transcription: Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidelines for adding them • spell some words with ‘silent’ letters, e.g. knight, psalm, solemn • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, see Appendix 1 • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Transcription: Handwriting	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed, choosing whether or not to join specific letters
Composition	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - using modal verbs or adverbs to indicate degrees of possibility - using adverbs, prepositional phrases and expanded noun phrases to convey detailed information concisely - using adverbs and adverbial phrases, pronouns and prepositional phrases within and across sentences and paragraphs to build cohesion - using conjunctions, adverbs and prepositions to express time and cause - using a range of clause structures, sometimes varying their position within a sentence - learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis - using apostrophes for possession and contractions - using inverted commas and associated punctuation • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

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Year 5 Reading					
Term	Word Reading		Comprehension		
Autumn	<ul style="list-style-type: none"> • read a range of texts with confidence and fluency • read aloud with expression and intonation • recognise the meaning of unfamiliar words through contextual clues • attempt to decode any unfamiliar words with increasing speed and skill 		<ul style="list-style-type: none"> • predict what might happen in a text from details stated and implied • retrieve information from non-fiction texts • infer a character’s moods, thoughts, feelings and attitudes using evidence from the text • recognise language features of a range on non-fiction text-types that support understanding • participate in discussions about books 		
Spring	<ul style="list-style-type: none"> • maintain fluency an accuracy when reading complex sentences with subordinate clauses • apply their knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly • read most Y5/Y6 exception words 		<ul style="list-style-type: none"> • explain and discuss understanding of what has been read, drawing inferences and justifying these with evidence • draw information from different parts of the text to infer meaning • summarise main ideas, identifying key details • identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose 		
Summer	<ul style="list-style-type: none"> • read all Y5/Y6 exception words • respond to more sophisticated punctuation when reading aloud, changing voice for direct speech and pausing for embedded clauses • work out the pronunciation of homophones by using the context of the sentence 		<ul style="list-style-type: none"> • evaluate how authors use language, including figurative language, considering the impact on the reader • discuss complex narrative plots • discuss the themes in a story and recognise thematic links with other texts • identify and describe the styles of individual writers and poets 		
Year 5 texts to be read to the class	Non-Linear	Archaic	Complexity of Narrator	Complexity of Plot	Resistant
	Around the World in 80 Days	Treasure Island	Clockwork	The Lost Thing	The Arrival

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Year 5 Curriculum Objectives – Reading	
Word Reading	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Comprehension	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning • begin to discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader • begin to distinguish between statements of fact and opinion • begin to retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • begin to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • begin to provide reasoned justifications for their views

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Year 6

Year 6 Writing										
Term	Texts	Fiction	Non-Fiction	Poetry	Handwriting	Spelling	Grammar			
Autumn	<i>Wonder</i> <i>A Monster Calls</i> <i>Skellig</i> <i>Dulce Et Decorum Est – Wilfred Owen</i> <i>In Flanders Fields – John McCrae</i>	Narrative/Fiction Genres A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next).	Autobiography Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. Report Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Power of Imagery Write a range of poems based on senses, use a range of poetic devices.	Understand presentation standards for each subject.	Weekly Spelling Test Homophones and other words that are often confused. Years 5 and 6 Word List. (English Appendix 1)	Terminology for pupils: subject object active passive subjunctive forms cohesion cohesive devices			
	Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.									
Spring	<i>Harry Potter and the Philosophers Stone</i> <i>Alma & Francis (Read Write Perform)</i> <i>First News</i> <i>The Tyger</i>	Review key narrative techniques A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique.	Persuasion A formal letter of complaint - construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Journalistic writing A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.	Author Intent in poetry Read and respond to poems. Why do authors use poetic devices?	Develop own style of handwriting.	Weekly Spelling Test Homophones and other words that are often confused. Years 5 and 6 Word List. (English Appendix 1)	clauses synonym antonym ellipsis hyphen colon semi-colon			
	Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.									
Summer	<i>Holes</i> <i>WAGOLL model debates</i>	Revision of all key skills and text types Transition Unit	Debating Skills A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views.	Take one poet – poetry appreciation Personal responses to poetry, recite familiar poems by heart.	Develop speed and fluency in joined writing.	Weekly Spelling Test Homophones and other words that are often confused. Years 5 and 6 Word List. (English Appendix 1)	bullet points			
	Interest Led Writing One (or more) written outcomes based on previous genres/recapping genres from previous year, linked with fiction/non-fiction modules already covered during the term.									
Alan Peat sentences		Imagine 3 examples: sentences	Irony sentences	_ing, _ed	The more, the more sentences	When_; when_; when_; then_ sentences	Active and passive sentences	Tell: show 3; examples sentences	Object/person (aka...) sentences	Many questions sentences

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Year 6 Curriculum Objectives – Writing	
Transcription: Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidelines for adding them • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, see Appendix 1 • use dictionaries to check the spelling and meaning of words • use a thesaurus
Transcription: Handwriting	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
Composition	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using a range of devices to build cohesion within and across paragraphs - using verb tenses consistently and correctly - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using a range of sentence structures - learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - using inverted commas and associated punctuation to indicate direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

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Year 6 Reading					
Term	Word Reading		Comprehension		
Autumn	<ul style="list-style-type: none"> read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues read aloud with intonation that shows understanding 		<ul style="list-style-type: none"> extract and evaluate relevant information from more complex texts summarise main ideas, identifying key details and using quotations for illustration recognise texts that contain features of more than one text type identify the writer's viewpoint and explain the effect on the reader comment on and explain the writer's use of language features use PEE (Point, Evidence, Explain) to support predictions and inferences 		
Spring	<ul style="list-style-type: none"> read fluently with full knowledge of all Y5/6 exception words, root words, prefixes and suffixes/word endings verbalise adverbial phrases as signposts to indicate a change in tone identify different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary 		<ul style="list-style-type: none"> identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes articulate personal responses to texts, identifying how and why the texts affect the reader due to author intent identify and discuss themes and conventions in and across a wide range of writing use detailed knowledge of text types to make reasoned predictions and opinions 		
Summer	<ul style="list-style-type: none"> read a wider range of challenging texts with accuracy and fluency, decoding any unfamiliar words with speed and skill 		<ul style="list-style-type: none"> recommend books for others and give reasons for choices ask questions to improve understanding of a text comment critically on the overall impact of poetry or prose, with reference to the text analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations 		
Year 6 texts to be read to the class	Non-Linear	Archaic	Complexity of Narrator	Complexity of Plot	Resistant
	Cosmic	Tales of Terror series	The 1000 Year Old Boy	Skellig	The Tyger

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Year 6 Curriculum Objectives – Reading	
Word Reading	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Comprehension	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea - identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views

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English: Sentence Types

Year Group	Sentence Type	Examples
Year 1	1A Sentences One adjective sentences.	It was an old house. The dog wore a rusty collar.
	BOBs sentences (But, Or, Because, So) Two part sentence where the second part begins with a co-ordinating conjunction.	She ran down the road because a man was chasing her. Zoe can be rude at times but she is a nice girl. It began to rain so I looked for shelter.
Year 2	2A Sentences Two adjective sentences. 2A sentences have 2 adjectives before a noun.	It was an old, dusty house. The glamorous, intelligent princess kissed the frog. The cute, brown dog was lost.
	List Sentences Three adjective sentences. 3A sentences have 3 adjectives before a noun.	It was a cold, frosty, freezing day.
	Speech Sentences Sentences that contain speech to show what is being said and by whom. The spoken words are held inside speech marks.	"Look out!" Michael yelled. "Be quiet!" Emma said.
	What +! Sentences Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.	What a lovely day! What a delicious smell! What an awful din!
Year 3	B O Y S sentences – but, or, yet, so A two part sentence. The first part ends in a comma and the second part begins with a coordinating conjunction.	He was a friendly man most of the time, but he could become nasty. He could be really friendly, or he could be miserable. It was a warm day, yet storm clouds gathered over the distant mountains. It was a beautiful morning for a walk, so he set off quite happily.
	3 _ed sentences Begins with three related adjectives ending in ed and separated by commas. Usually the adjectives will describe an emotion.	Frightened, terrified, exhausted, they ran away from the creature. Amused, amazed, excited, he left the circus reluctantly. Concerned, troubled, worried Sam wandered the streets looking for Fluffy.
	Double ly ending sentences A simple sentence ending in a verb is extended by two adverbs of manner which describe how the verb is done.	He swam slowly and falteringly. He rode determinedly and swiftly. He laughed loudly and heartily.
	2 pairs sentences Two pairs of related adjectives. Each pair is separated by the conjunction 'and' then followed by a comma.	Exhausted and worried, cold and hungry, they did not know how much further they had to go. Injured and terrified, shell-shocked and lost, he wandered aimlessly across the battlefield. Angry and bewildered, numb and fearful, he couldn't believe that this was happening to him.

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	<p>If, if, if, then sentences (if, if, then for those who can't) Three dependent clauses in series. It is necessary to use a comma after each of the clauses beginning with <i>if</i>.</p>	If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed
	<p>All the W's sentences Short sentences. Should not be scattered too frequently as will lose impact.</p>	Why do you think he ran away? What next? Why is our climate changing? Will that really be the end?
	<p>First word last sentences, including 'un' – opposite words Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence.</p>	Brilliant, the whole day was brilliant. White, the snow was white! Evil, the queen was evil! Green, Shrek was really green!
Year 4	<p>Noun, which/who/where, sentences A sentence with an embedded subordinate clause in commas after a noun.</p>	Cakes, which taste fantastic, are not so good for your health. Sally, who is eleven, lives in my street. The park, where I love to go, is only five minutes away from my house.
	<p>P.C. sentences (paired conjunctions) A sentence using two (paired) conjunctions. (BA) – both/and (NA) – not so/as (NN) – neither/nor (AA) – as/as</p>	It was <i>both</i> cold <i>and</i> unpleasant for him to work there. It was <i>not so</i> much lack of time <i>as</i> fear that stopped him from taking the job. <i>Neither</i> money <i>nor</i> gifts could make him visit the haunted mansion again.
	<p>Emotion word, (comma) sentences Use a single adjective to describe an emotion followed by a comma.</p>	Desperate, she screamed for help. Terrified, he froze instantly on the spot where he stood. Anxious, they began to realize that they were lost in the forest. Contented, Rose snuggled up with her favourite book.
	<p>Ad same Ad Contains two identical adjectives and two clauses separated by a comma.</p>	He was a fast runner, fast because he needed to be. He was a smart dresser, smart because he had the money to buy the best. It was a silent town, silent in a way that did not make you feel restful.
	<p>SHORT sentences Short sentences of only one or two words used after long sentences for dramatic effect, as a way of developing tension within the plot.</p>	Then it happened. Everything failed. Oh no!
	<p>Fronted adverbial sentences Adverbial phrase used at the beginning of a sentence to describe the verb. Usually describes where, when or how. Fronted adverbials are followed by a comma.</p>	Silently, the boy swam across the lake. Early one morning, the girl awoke to find frost on the window. In the middle of the street, the two boys were playing football.

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	<p>Similes Some should be banned (cold as ice, hot as the sun etc). If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché.</p>	<p>The moon hung above us like a patient, pale white face. Although it was August, it was as cold as a late December evening.</p>
	<p>Verb, person sentences A typical sentence (subject-verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or personal pronoun (he, she, they it), followed by the remainder of the sentence.</p>	<p>Flying, John had always been terrified of it.</p>
<p>Year 5</p>	<p>Some; others sentences Compound sentences beginning with the word <i>some</i> and have a semi-colon instead of a conjunction separating the latter half of the sentence.</p>	<p>Some people love football; others just can't stand it.</p>
	<p>De: De OR Description: Details sentences A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in second clause will expand on information in the first part of the sentence. Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example).</p>	<p>Snails are slow: they take hours to cross the shortest of distances. She wondered if it would ever end: it soon would, but not as s/he expected!</p>
	<p>Personification of weather sentences An element of the weather is given a human attribute. When grasped, introduce an adverb.</p>	<p>The rain wept down his window. The rain wept pitifully down his window.</p>
	<p>O.(I.) sentences OR Outside: Inside sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings) Bracketed sentence shows viewpoint. Possible words for beginning second sentence: However...In truth...Secretly...Happy/sad...Brave/terrified etc.</p>	<p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p>
	<p>Italics 'stressed word' sentences Occurs in written dialogue and helps the reader to <i>hear</i> a word. Perfect to use when word processing.</p>	<p>John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror. "John, <i>please</i>."</p>
	<p>Ing, ing, ing sentences</p>	<p>Hopping, skipping, jumping, he made his way to the park.</p>

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	<p>Name – adjective pair – sentences Works on a show and tell basis where name and details form the main clause.</p>	<p>Little Tim – happy and generous – was always fun to be around.</p>
	<p>3 bad – (dash) question sentences Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic.</p>	<p>Thirst, heatstroke, exhaustion – which would kill him first?</p>
<p>Year 6</p>	<p>Imagine 3 examples: sentences Begin with the word imagine, then describe three facets of something (often times or places). The first two facets are separated by commas and the third concludes with a colon. The writer then explains that such a time or place exists.</p>	<p>Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time</p>
	<p>Irony sentences Deliberately overstates how good or bad something is. The overstated word (such as <i>wonderful</i> is then shown to be a falsehood in the remainder of the sentence, when truth is evidenced. Begin by collecting superlatives which can be used in the initial, ironic part of the sentence. Display as a A-Z of these.</p>	<p>Our 'luxury' hotel turned out to be a Farm outbuilding</p>
	<p>_ing, _ed This sentence inverts typical sentence structure (subject-verb) and moves from present to past tense. Begins with a verb ending in <i>ing</i> followed by the location of the action and then a comma. After the comma, the latter part begins with a name or personal pronoun followed by a second verb with an <i>ed</i> ending and a pivotal incident.</p>	<p>Walking in the bush, she stopped at the sight of a crocodile facing her.</p>
	<p>The more, the more sentences The first more should be followed by an emotive word and the second more should be followed by a related action. Provide a list of human emotions When grasped introduce <i>The less, the less sentence</i></p>	<p>The more upset she was, the more her tears flowed. The less happy he became, the less likely he was to smile</p>
	<p>When ; when ; when ; then . sentences Ends with a statement, which is preceded by three examples of occurrences, which, when combined, lend credibility/prove/predict the final statement. Great striking paragraph or opening.</p>	<p>When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.</p>
	<p>Active and passive sentences</p>	<p>The school arranged a visit – active A visit was arranged by the school – passive</p>

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	Tell: show 3; examples sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa.
	Object/person (aka...) sentences aka (ay-kay-ay) is an abbreviation for 'also known as'	John Wilson (aka The Bonecrusher) seemed quite ordinary when you first met him.
	Many questions sentences Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a question mark . Beware of unnecessary capitalisation.	Where is the treasure? the diamonds? the gold? the rubies?

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English: Appendix 1 – Spelling

Year 1		
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year 2		
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past,, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Years 3 and 4 word list					
accident (ally)	actual(ly)	address	answer	appear	arrive
belive	bicycle	breath	breathe	build	bus/business
calendar	caught	centre	century	certain	circle
complete	consider	continue	decide	describe	different
difficult	disappear	early	earth	eight/eighth	enough
exercise	experience	experiment	extreme	famous	favourite
February	forward(s)	fruit	grammar	group	guard
guide	heard	heart	height	history	imagine
increase	important	interest	island	knowledge	learn
length	library	material	medicine	mention	minute
natural	naughty	notice	occasion(ally)	often	opposite
ordinary	particular	peculiar	perhaps	popular	position
possess(ion)	possible	potatoes	pressure	probably	promise
purpose	quarter	question	recent	regular	reign
remember	sentence	separate	special	straight	strange
strength	suppose	surprise	therefore	though/although	thought
through	various	weight	woman/women		

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Years 5 and 6 word list

accommodate	accompany	according	achieve	aggressive	amateur
ancient	apparent	appreciate	attached	available	average
awkward	bargain	bruise	category	cemetery	committee
communicate	community	competition	conscience	conscious	controversy
convenience	correspond	criticise (critic+ise)	curiosity	definite	desperate
determined	develop	dictionary	disastrous	embarrass	environment
equip (-ped, -ment)	especially	exaggerate	excellent	existence	explanation
familiar	foreign	forty	frequently	government	guarantee
harass	hindrance	identity	immediate(ly)	individual	interfere
interrupt	language	leisure	lightning	marvellous	mischievous
muscle	necessary	neighbour	nuisance	occupy	occur
opportunity	parliament	persuade	physical	prejudice	privilege
profession	programme	pronunciation	queue	recognise	recommend
relevant	restaurant	rhyme	rhythm	sacrifice	secretary
shoulder	signature	sincere(ly)	soldier	stomach	sufficient
suggest	symbol	system	temperature	thorough	twelfth
variety	vegetable	vehicle	yacht		

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English: Appendix 2 – Vocabulary, grammar and punctuation

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

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Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive – Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause: end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner, pronoun, possessive pronoun, adverbial
Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or ambiguity
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken was broken (by me)</i>] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]
Terminology for pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points