English Curriculum Overview

Royton Hall Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Pete the Cat** Exploring mark making **Happy to be me** Name labels ● Hold a pencil and explore mark making and drawing, beginning to give meaning to these marks. ● Make marks on pictures to represent name. ● Begin to draw Beery Shapes – vertical lines. ● With support, find first letter of name.	**Wow! Said the Owl** Labels & initial sounds Letter shapes **Hide and Seek** Labels & initial sounds Letter shapes ● Recognise name with visual prompt and begin to make marks to represent name. ● Begin to ascribe meaning to marks – orally labelling. ● With support, identify initial letter and begin to write initial letter of name. ● With support, order letters in name. ● Make vertical lines and begin to make horizontal lines and circles.	**I Can Fly** Labels & initial sounds Name labels **Bear Snores On** Labels & initial sounds Name badges ● Read name without visual prompt, hear initial phoneme, write first letter with confidence, and begin to write full name. ● Begin to use a comfortable grip with some control. ● Give meaning to marks.	**Monkey and Me** Labels & initial sounds Name labels **Jungle Jamoboree** Labels & initial sounds Name labels ● Recognise name without visual prompt and write initial letter. ● Begin to write full name using name card, with focus on correct sequence of letters, letter formation and directionality. ● Begin to use a comfortable grip with some control. ● Give meaning to marks.	**It's Mine!** Lists, cards, labels & initial sounds Name labels **Jasper's Beanstalk** Lists, cards, labels & initial sounds Name labels ● Begin to write full name using name card, with focus on correct sequence of letters, letter formation and directionality. ● Write full name without name card, using correct sequence of letters, and recognisable letters, most correctly formed. ● Use comfortable pencil grip with control. ● Begin to use some print / letter knowledge in early writing.	**I'm the Bus Driver** Lists, cards, labels & representing sounds Name labels **Oh! Look, a Boat!** Lists, cards, labels & representing sounds Name labels ● Write full name without name card, using correct sequence of letters, and recognisable letters, most correctly formed. ● Use comfortable pencil grip with control. ● Begin to use some print / letter knowledge in early writing.
Reception	**The Friendship Bench** Labels Simple captions **Amazing** Labels	**The Leaf Thief** Simple captions Speech bubbles **The Little Red Hen**	**The Storm Whale in Winter** Speech bubbles Simple sentences **Hello Penguin**	**The Elephants Umbrella** Speech bubbles Simple sentences **Chimpanzees**	**The Woolly Bear Caterpillar** Spidergrams Fact cards **Seed to Plant**	**Somebody Swallowed Stanley** Fact cards Posters

	Simple captions • Write own name with recognisable letters, some correctly formed. • Begin to apply some taught GPC knowledge for labelling – write first letter using a phoneme mat. • Write for a purpose – label / list. • With support, begin to write a simple caption / sentence. • Write for a purpose – speech bubble.	Simple captions/sentences Fact cards • Orally segment and spell simple CVC words. • With support read back own CVC word writing to make sure it makes sense. • Write own name with correct letter formation. • Begin to read and write a simple 3-word sentence, with spaces between each word. • Begin to develop an awareness of capital letters and full stop. • With support read back own writing (3-word sentence) to make sure it makes sense.	Labels & simple sentences Fact cards • Orally rehearse a short sentence for writing. • Spell VC and simple CVC words with increasing accuracy. • Begin to spell CVC words with taught digraphs. • Write a simple sentence with 3 – 5 words. • Begin to write two short sentences with familiar sentence starters from autumn term – *I am … I can …* • Continue to develop understanding of concepts about print – capital letter, word spaces and full stop. • Read back own writing to make sure it makes sense.	Labels & simple sentences Fact cards • Read, orally segment and write simple CVC words. • Read and write simple sentences using phonic knowledge, including use of some digraphs and recently learnt common exception words - They are she he was… • Work as a group, to begin to write own simple story. • Begin to compose own simple story independently. • Use story map to support innovation of text. • Re-read own writing to make sure it makes sense.	Instructions Fact cards • Orally rehearse sentences for writing. • Write simple sentences using (i) phonic knowledge (ii) some common exception words (iii) capital letter (iv) word spacing (v) full stop. • Re-read own sentence to check it makes sense.	**The Hundred Decker Bus** Simple Sentences. • Orally rehearse sentences for writing. • Write simple sentences using (i) phonic knowledge (ii) some common exception words (iii) capital letter (iv) word spacing (v) full stop. • Begin to write a short sequence of two sentences. • Re-read own sentence to check it makes sense.
Year 1/2 Cycle A	**Meerkat Mail** **Recount** (Labels and Captions) **Year 1** Say, and hold in memory whilst writing simple	**Lila and the Secret of Rain** **Story** (retell with some innovation) **Year 1** Use joining word '*and'* to link words and clauses.	**How to Protect Yourself from the Plague** **Instructions** **Year 1** Secure the use of full stops and capital letters.	**Vlad and the Great Fire of London** **Story** (retell with some innovation) **Year 1** Secure the use of full	**How to Protect Minibeasts** **Instructions** **Year 1** Secure the use of full stops and capital letters.	**The Storm Whale** **Story** (retell with some innovation) **Year 1** Secure the use of full stops and capital letters and question marks.

	sentences which make sense. Separate words with spaces. Use punctuation to demarcate simple sentences (capital letters and full stops). **Year 2** Select, generate and effectively use adjectives **Continents** Non-Chronological Report **Year 1** Use capital letters for names of people, places and days of the week. **Year 2** Use commas to separate items in a list. Use sentences with different forms: statement, question, command, exclamation. Use present tense for non-chronological reports	**Year 2** Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination). Secure the use of **capital letters** and **full stops.** **Captain Scott Fact File** **Year 1** Select, generate and effectively use nouns, making singular nouns plural where necessary. Select, generate and effectively use verbs, adding suffixes correctly when no spelling change is needed to the root word. **Year 2** Use past tense for narrative, recounts, historical reports.	Select, generate and effectively use verbs. Use the joining word *and* to link words and clauses. Identify and use question marks. **Year 2** Use sentences with different forms: *statement, question, command, exclamation* Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. Select, generate and effectively use **adverbs**. **Great Fire of London Poetry** **Year 1** Select, generate and effectively use adjectives. **Year 2** Use past tense for narrative poetry. Identify, generate and effectively use noun phrases for description.	stops and capital letters and question marks. **Year 2** Use sentences with different forms: statement, question, command, exclamation Use subordination for reason using *because and if* Explore the progressive form of verbs in the past tense to mark actions in progress **Writing to Mrs Cousins Letter** **Year 1** Secure the use of full stops and capital letters and exclamation marks. **Year 2** Use sentences with different forms: statement, question, command, exclamation Explore the progressive form of verbs in the present tense to mark actions in progress. Use suffixes -er and -est to create adjectives.	Select, generate and effectively use verbs. Use the joining word *and* to link words and clauses. Identify and use question marks. **Year 2** Use sentences with different forms: statement, question, command, exclamation Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. Select, generate and effectively use adverbs. **Seaside Poetry** **Year 1** Select, generate and effectively use adjectives. **Year 2** Use past tense for narrative poetry. Identify, generate and effectively use noun phrases for description.	**Year 2** Use sentences with different forms: statement, question, command, exclamation Use subordination for reason using *because and if* Explore the progressive form of verbs in the past tense to mark actions in progress **Beach Trip Recount** **Year 1** Use capital letter for the personal pronoun. **Year 2** Select, generate and effectively use adverbs. Use past tense for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. Secure the use of full stops, capital letters, exclamation marks and question marks.

Year 4	**Chalk Narrative** **Year 3** **Use expanded noun phrases to describe and specify.** **Use prepositions to express time and cause.** **Mostly use commas in a list.** Year 4 Effectively use expanded noun phrases to describe and specify. Mostly use: capital letters for sentences, proper nouns. Full Stops. In narratives describe settings, characters and plot to engage the reader. **Stone Age Boy** **Year 3** **Write effectively and coherentkky for different purposes.** **Use some coordinating conjunctions to join clauses.** **Extend sentences using a range of coordinating conjunctions.** **Select appropriate grammar and vocab, demonstrating increasing awareness of purpose and audience.**	**How to wash a Woolly Mammoth** **Instructions** **Year 3** **Use adverbs to express time and cause** **Write effectively and coherently for different purposes.** **Use apostrophes for omission and possession.** Year 4 Select appropriate grammar and vocabulary demonstrating an awareness of purpose and audience Write effectively and coherently using appropriate grammatical techniques. Use mostly correctly : apostraphes for singular possession, plural possession and omission. Question Marks and exclamation marks. **Persuasive Advert** **Year 3** **Use exclamation marks and question marks mostly correctly.**	**The Iron Man character description** **Year 3** **Extend sentences using a range of sub and co conjunctions.** **Use apostrophes for possession and omission mostly correctly.** **Use question marks mostly correctly.** **Ensure consistent and correct use of tense.** Year 4 Extend sentences using a range of subordinating conjunctions. Create paragraphs that are suitably linked and organised around a theme. Appropriat use of proper nouns, pronouns within and across sentences. Use adverbs **World Feature Focus: Mountains** **Year 3** **Include headings and sub-headings where appropriate.** **Organise writing into paragraphs around a theme.**	**The Iron Man letter to persuade** **Year 3** **Organise writing into paragraphs around a theme.** **Using question marks mostly correctly.** Year 4 Question Marks and exclamation marks. Create paragraphs that are suitably linked and organised around a theme. Use a range of devices to build cohesion inc; conjunctions and adverbials of time. Write for a range of purposes and audiences confidently, using appropriate structure and organisation of a text. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition	**Marcy and the Riddle of the Sphynx- Narrative** **Year 3** **Write effectively and coherently for different purposes.** **Describe settings, character and atmosphere with deliberately ambitious word choices to add detail, effect and to engage the reader.** **Use prepositions to express time and cause.** **Use inverted commas to punctuate direct speech.** Year 4 Punctuate direct speech correctly. Add a reporting clause to speech. Include dialogue to convey character and advance action. Use inverted commas for speech. Write for a range of purposes and audiences Describe setting, character and atmosphere with deliberately ambitious words	**The Story of Tutankhamun- Non-chron report** **Year 3** **Include headings and subheadings where appropriate.** **Organise writing into paragraphs around a theme.** **Ensure consistent and correct use of tense.** **Extend sentences using a range of subordinating conjunctions (when, if, because, although).** **So you think you've got it bad? Ancient Egypt - Instructions** **Year 3** **Extend sentences using a range of subordinating conjunctions (when, if, because, although).** **Ensure consistent and correct use of tense.** Year 4 Include fronted adverbials followed by a comma Use prepositions. Consistent use of tense. Use a range of devices to build

	Use exclamation marks and question marks mostly correctly. **Year 4** **Write effectively for a range of purposes.** **Organise appropriately themed paragraphs around a theme** **Use conjunctions** **Extend sentences using a range of subordinating conjunctions** **Instructions with innovation**	**Use expanded noun phrases to describe and specify.** Year 4 Use exclamation marks and question marks.	**Include some fronted adverbials followed by a comma.** Year 4 Use mostly correctly : apostraphes for singular possession, plural possession and omission. Question Marks and exclamation marks. Create paragraphs that are suitably linked and organised around a theme. Use a range of devices to build cohesion inc; conjunctions and adverbials of time. **Pop up volcano poetry** **Year 3** **Write effectively and coherently for different purposes.** Year 4 Write effectively and coherently using appropriate grammatical techniques.	**Once upon a raindrop- Explanation text** **Year 3** **Organise paragraphs into writing about a theme.** **Include headings and subheadings where appropriate.** **Use adverbs to express time and clause.** **Use conjunctions to express time and cause.**	**The Story of Tutankhamun- Letter** **Year 3** **Prepositions to express time and cause.** **Adverbs to express time and cause.** **Use expanded noun phrases to describe and specify.** Include fronted adverbials followed by a comma. Use prepositions. Use expanded noun phrases to describe and specify Mostly ensure consistent and correct use of tense. Organise writing into paragraphs sequenced around a theme. Use a range of devices to build cohesion including pronouns.	cohesion including pronouns. Organise paragraphs linked around a theme. **There's a Pharaoh in the Bath!- narrative** **Year 3** **Ensure consistent and correct use of tense.** **Use inverted commas to punctuate direct speech.** **Punctuate speech directly using inverted commas and 'new speaker, new line'.** **Organise writing into paragraphs around a theme.** Year 4 Punctuate direct speech correctly. Add a reporting clause to speech. Include dialogue to convey character and advance action. Use inverted commas for speech.

Year 5	**Poppy, Waldo and the Giant** Narrative ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create paragraphs. ● Describe settings and characters ● Expanded noun phrases ● Use some coordinating and subordinating conjunctions correctly. Instructions . ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. ● show parenthesis using appropriate punctuation ● Use a range of devices to build cohesion (conjunctions, adverbials of time, adverbials of place, pronouns, synonyms).	**Street Child** Diary ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create paragraphs. ● Select appropriate grammar and vocabulary to match the purpose and audience. ● Use modal verbs to indicate degrees of possibility. ● Use a range of devices to build cohesion (conjunctions, adverbials of time, adverbials of place, pronouns, synonyms). ● Create paragraphs that are suitably linked and organised around a theme. **A Classroom Speaks** Poetry ● Write for a range of purposes and audiences, selecting	**Tadpole's Promise** Explanation ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create ● Use relative clauses. ● Use a range of devices to build cohesion (conjunctions, adverbials of time, adverbials of place, pronouns, synonyms). ● **Heritage Week** Persuasive letter ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create ● Select appropriate grammar and vocabulary to match the purpose and audience. ● Create paragraphs that are suitably linked and	**Beowulf** Setting ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create ● In narratives, describe settings, characters to engage the reader eg. noun phrases, prepositions & adverbs. ● Create paragraphs that are suitably linked and organised around a theme. ● Select appropriate grammar and vocabulary to match the purpose and audience. ● Ensuring the consistent and correct use of tense throughout. **Beowulf** Persuasive speech ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create	**Onjali Q Rauf** Contrasting Character description ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create ● In narratives, describe settings, characters to engage the reader eg. noun phrases, prepositions & adverbs. ● parenthesis using appropriate punctuation ● Similes **How to live forever** Argument ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create ● Appropriate tone. ● Use modal verbs to indicate degrees of possibility. ● commas to demarcate clauses	**Tell me a dragon Anthology** (revisited genres) ● Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose. Begin to create ● Speech. ● Appropriate grammar. ● Describe setting and characters. ● Relative clauses. ● Parenthesis. ● Paragraphs.

		structure and organisation of a text depending on audience and purpose. ● Include correctly punctuated dialogue to convey character and advance action.	organised around a theme.	● Modal verbs ● Select appropriate grammar and vocabulary to match the purpose and audience. ● Use a range of devices to build cohesion (conjunctions, adverbials of time, adverbials of place, pronouns, synonyms).		
Year 6	**Wolves in the Walls** Narrative- Adventure Story ● in narratives, describing settings and characters ● use verb tenses consistently and correctly throughout their writing ● Expanded noun phrases ● **The Origin of Species** Biography ● in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) ● Cohesive devices ● Active & passive voice	**Alma** Narrative- Suspense Story ● in narratives, describe settings, characters and atmosphere ● Synonyms ● Colon ● Ellipses **Alma** Report – Formal Newspaper ● integrate dialogue in narratives to convey character and advance the action ● Semi-colons ● Cohesive devices ● Inverted commas ● Relative clauses ● Range of parenthesis	**Fantastic Beasts and Where to Find Them** Report- Non-Chronological ● in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) ● Colons ● Rhetorical question **The Viewer** Diary Entry ● the use of the first person in a diary ● adverbials of time and place ● use verb tenses consistently and correctly throughout their writing	**Non-Fiction Links to Circulatory System** Narrative- 1st Person Adventure ● integrate dialogue in narratives to convey character and advance the action ● in narratives, describe settings, characters and atmosphere ● using contracted forms in dialogues in narrative **Dick Turpin** Argument ● Modal verbs ● adverbials of consequence and contrast ● Subjunctive verb form ● exercise an assured and conscious control over levels of formality, particularly	**Macbeth** Narrative- Setting Description ● in narratives, describe settings, characters and atmosphere ● integrate dialogue in narratives to convey character and advance the action ● exercise an assured and conscious control over levels of formality, particularly through manipulating ● grammar and vocabulary to achieve this **Macbeth** Persuasive Letter ● Subjunctive verb form	**Macbeth** Narrative- Suspenseful action ● in narratives, describe settings, characters and atmosphere ● integrate dialogue in narratives to convey character and advance the action ● distinguish between the language of speech and writing3 and choose the appropriate register ● distinguish between the language of speech and writing3 and choose the appropriate register **Macbeth**

				through manipulating grammar and vocabulary to achieve this	• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Hyphens	Poetry