



**CURRICULUM FRAMEWORK FOR: English**

CLASS/ YEAR	AUTUMN TOPICS		SPRING TOPICS		SUMMER TOPICS	
Nursery (Investigators)	Phase 1 phonics		Phase 1 phonics		Phase 2 phonics	
Reception (Inventors)	Phase 1 phonics Phase 2 phonics	Phase 2 phonics	Phase 3 phonics	Phase 3 phonics	Phase 4 phonics	Phase 4 phonics
Y1 writing	Recount Labels lists and captions List poem Story with predictable phrasing	Story with predictable phrasing Recount Recite a poem with rhyming couplets Story with predictable phrasing	Instructions Free verse poem Stories reflecting children’s own experience – re write	Stories reflecting children’s own experience – create own Report writing Recite a poem with rhyming couplets	Traditional tales (fairytales) – re telling	Report Explanation Take one poet – personal compilations and responses.
Y1 grammar and punctuation	Separate words with spaces Capital letters for name and personal pronoun I Introduce capital letters and full stops to demarcate sentences	See previous and also: Using and to join sentences and clauses	See previous and also: Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences	Embedding use of Y1 grammar and punctuation	Embedding use of Y1 grammar and punctuation	Embedding use of Y1 grammar and punctuation
Y1 spelling	Phase 3 phonics Phase 4 phonics Topic words Y1 spelling list Noun suffixes –s or –es (regular plurals)	Phase 4 phonics Topic words Y1 spelling list Suffixes that don’t affect the spelling of the verb (helping, helped, helper) Prefix un – changing meaning of adjectives and verbs	Phase 5 phonics Topic words Y1 spelling list Noun suffixes –s or –es (regular plurals)	Phase 5 phonics Topic words Y1 spelling list Suffixes that don’t affect the spelling of the verb (helping, helped, helper)	Phase 6 phonics Topic words Y1 spelling list Noun suffixes –s or –es (regular plurals) Prefix un – changing meaning of adjectives and verbs	Phase 6 phonics Topic words Y1 spelling list Suffixes that don’t affect the spelling of the verb (helping, helped, helper)
Y2 writing	Recount Explanations List poems Traditional tales – fairy tales (re telling)	Traditional tale - fairytale Recount Explanations Calligrams	Stories with recurring language – use as model to write own. Free verse poem Report	Stories with recurring language – use as model to write own. Free verse poem Report	Traditional tales – myths/creation stories – write own Statutory assessments	Instructions Explanation Take one poet – personal compilations and responses.
Y2 Grammar and Punctuation	As Y1 and also: Subordination (when, if, that, because) and coordination (or, and, but) Expanded noun phrases. Statements, questions, exclamations and commands.	As before and also: Commas to separate a list Apostrophe’s where letters are missing. Apostrophe’s for possession.	As before and also: Consistent and correct tense (present and past) throughout a piece of writing.	As before and also: Use of progressive form of verbs in present and past tense (she is drumming, he was shouting)	All Year 1 and 2 SPaG expectations – revision and consolidation	All Year 1 and 2 SPaG expectations – revision and consolidation

Y2 spelling	<p>Revisit - Phase 5 GPCs</p> <p>Year 2 phonics The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.</p> <p>Common exception words /aɪ/ sound spelt ‘i’ in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed.</p>	<p>The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words</p> <p>Homophones - (example homophones: <i>see/sea, be/bee, blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p>	<p>Revisit - The /l/ or /əl/ sound spelt ‘-le’ at the end of words</p> <p>The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’</p> <p>Common exception words eg: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes - endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it</p>	<p>Homophones and near homophones - <i>quite/quiet, night/knight, new/knew, not/knot, they’re/there/their</i> and others as relevant</p> <p>Suffixes - adding ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’, ‘-less’ and ‘-ly’ Words ending in ‘-tion’</p>	<p>Year 2 phonics The /l/ or /əl/ sound spelt ‘-el’ at the end of words The /l/ or /əl/ sound spelt ‘-al’ at the end of words The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling) The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’ The /ʌ/ sound spelt ‘o’ The /ɜ:/ sound spelt ‘or’ after ‘w’</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes - endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’,</p> <p>Revisit – apostrophes and homophones</p>	Revision and consolidation of Y2 spelling patterns and phonics
Y3 writing	<p>Traditional tales – fables. Writing a new fable. Instructions – evaluate and write Free verse poetry</p>	<p>Write and perform a play – familiar story Recount of an unfolding event Limericks</p>	<p>Explanation – flowchart and process Traditional tales – fairy tale from key person’s perspective</p>	<p>Report – research, notes and organisation Poetry – haiku, tanka, kenning</p>	Adventure story – plot building	<p>Persuasive letter writing Poetry appreciation – personal collection, preferences, performance</p>
Y3 grammar and punctuation	<p>Use appropriate forms of a or an, according to whether the next word begins with a consonant or a vowel. Conjunctions Adverbs Prepositions Paragraphs Inverted commas Headings and sub-headings as presentation aids</p>	<p>Re cap 1<sup>st</sup> half term’s grammar Use of present perfect from instead of the past (he has gone out to play rather than he went out to play).</p>	Re cap term 1 as appropriate	Re cap term 1 as appropriate	Re cap and extend term one	Re cap and extend term one
Y3 spelling	<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix ‘un’. New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.</p>	<p>Homophones - <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Word families based on common</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)</p> <p>Prefixes and suffixes Prefixes: ‘sub-’, ‘tele-’, ‘super-’,</p>	<p>Rare GPCs The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p>	<p>Prefixes and suffixes Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt ‘y’ other than at the end of words (<i>gym,</i></p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

	<p>Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p>	<p>words (eg, solve, solution, dissolve, insoluble)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>'auto-' Suffixes 'less' and 'ly'</p> <p>high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Apostrophe</p> <p>Revise contractions from Year 2</p> <p>high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p><i>myth</i> The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p>	
Y4 writing	<p>Vocabulary building through free verse poetry Riddles Traditional tales – Greek myths (characterisation focus)</p>	<p>Report Recount Instructions</p>	<p>Persuasion – presentation Story settings</p>	<p>Writing and performing a play Narrative poetry</p>	<p>Explanation – impersonal style Discussion – letter Story writing – autobiographical/ personal experiences</p>	<p>Poetry – research a poet Write and perform a poem. Recount</p>
Y4 grammar and punctuation	<p>Expanded noun phrases Fronted adverbials Inverted commas for direct speech Comma after reporting clause Punctuation within inverted commas. Paragraphs Appropriate choice of pronouns for cohesion</p>	<p>As first half term and: Commas after fronted adverbials Standard English</p>	<p>Re cap term 1 as appropriate</p>	<p>Re cap term 1 as appropriate</p>	<p>Re cap and extend term one</p>	<p>Re cap and extend term one</p>
Y4 spelling	<p>Revise:</p> <ul style="list-style-type: none"> <li>The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'</li> <li>The /j/ sound spelt 'ch'</li> <li>The /ʌ/ sound spelt 'ou'</li> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul>	<ul style="list-style-type: none"> <li>Homophones - <i>peace/piece, main/mane, fair/fare</i></li> <li>Possessive apostrophe with singular proper nouns - (<i>Cyprus's population</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 rare GPCs</li> <li>The /g/ sound spelt 'gu'</li> <li>Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>)</li> <li>Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes 'anti-' and 'inter-'</li> <li>Suffix '-ation'</li> <li>Homophones - <i>scene/seen, male/mail, bawl/ball</i></li> <li>Apostrophe - Revise contractions from Year 2 Possessive apostrophe with plurals</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</li> <li>Rare GPCs</li> <li>Words with the /s/ sound spelt 'sc' (Latin in origin)</li> <li>Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'</li> <li>Suffix '-ous' (<i>poisonous, outrageous</i>)</li> <li>Homophones - <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></li> <li>Apostrophe for possession, including singular and plural</li> <li>Revise contractions from Year 2 and plural apostrophe rules</li> </ul>

Y5 writing	Poetry – cinquains Recount – biographical (research based link w/history) Explanations	Traditional tales – legends. Telling from different perspectives Free verse poetry	Instructions – include intro and conclusion Persuasion – range of persuasive writing	Suspense and mystery writing Poetry – rap	Reports – info leaflet comparing 2 + subjects Discussion – balanced argument Poet study	Fiction from our literary heritage – write in given style, write contemporary versions.
Y5 grammar and punctuation	<ul style="list-style-type: none"> <li>Hyphen - Use of the hyphen (<i>co-ordinate, co-operate</i>)</li> <li>Relative clauses beginning who, which, where, when, whose, that or an omitted pronoun</li> <li>Brackets</li> <li>Dashes and commas as parentheses</li> <li>Cohesive devices within a paragraph – then, after, this, firstly</li> </ul>	Indicate degrees of possibility – perhaps, surely Use of commas to avoid ambiguity and clarify meaning Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly). Cohesion across paragraphs through tense choice.	As term 1 plus Modal verbs	Re cap and consolidate grammatical coverage this year	Re cap and consolidate grammatical coverage this year and last year	Consolidate and embed grammatical knowledge and punctuation skills developed through to Year 5.
Y5 spelling	<ul style="list-style-type: none"> <li>Plurals (adding ‘-s’, ‘-es’ and ‘-ies’)</li> <li>Convert nouns or verbs into adjectives using suffixes – ate, ify, ise.</li> <li>Verb prefixes – dis, de, mis, over, re.</li> <li>Homophones - <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i></li> </ul>	<ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list.</li> <li>Rare GPCs - Words with ‘silent’ letters</li> <li>Apostrophe for contraction and possession</li> <li>Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’</li> </ul>	<ul style="list-style-type: none"> <li>Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</li> <li>Words with the /i:/ sound spelt ‘ei’ after ‘c’ (<i>receive, ceiling</i>)</li> <li>Words ending in ‘-ably’ and ‘-ibly’</li> <li>Revise words ending in ‘-able’ and ‘-ible’</li> <li>Homophones - <i>altar/alter, led/lead, steal/steel</i></li> </ul>	<ul style="list-style-type: none"> <li>Homophones - (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose</i>)</li> <li>Suffixes - Problem suffixes</li> <li>Teach morphemic and etymological strategies to be used when learning specific words</li> </ul>	<ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list.</li> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words</li> <li>Personal spelling lists</li> </ul>
Y6 writing	Genre study – fiction writing Recount – writing in role CV, biographical account from key perspectives (school, police, obituary etc)	Free verse poetry Report writing – non fiction Explanation writing	Persuasion – present a case and evaluate effectiveness Narrative workshop – key techniques including setting, atmosphere, characterisation	Discussion – including evaluations of opinions of viewpoints Structured monologues – read and respond	Study Skills Debating skills	Book / author study

Y6 grammar and punctuation	<p>Link ideas across paragraphs using wide range of cohesive devices</p> <p>Formal and informal speech, vocabulary &amp; structures</p> <p>Synonyms &amp; antonyms</p> <p>Semi colon, colon and dash marks for boundary between independent clauses.</p> <p>Passive and active voice</p> <p>Ellipsis</p>	<p>Layout devices to structure texts – headings, sub heading, column, bullet, tables</p> <p>Colons to introduce lists</p> <p>Semi colons within lists</p> <p>Punctuatiion of bullet points</p>	<p>As term 1 plus</p> <p>The subjunctive</p> <p>Hyphens to avoid ambiguity</p>	<p>Revise and consolidate Year 6 structures so far</p>	<p>Revision</p> <p>Year 5 and 6 structures</p> <p>KS1 and Y3/4 grammar</p>	<p>Consolidate SPaG</p>
Y6 spelling	<ul style="list-style-type: none"> <li>Words ending ‘-able/ably’, ‘-ible/ibly’</li> <li>Rare GPCs</li> <li>Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</li> <li>Prefixes and Suffixes - Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</li> <li>Topic words</li> </ul>	<ul style="list-style-type: none"> <li>Word endings- Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</li> <li>Homophones - <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></li> <li>Topic words</li> </ul>	<ul style="list-style-type: none"> <li>Words containing the letter string ‘-ough’</li> <li>The /jəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</li> <li>Homophones <i>compliment/compleme nt, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i></li> <li>All homophones from KS2</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading</li> <li>someone else’s writing.</li> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list.</li> <li>Learn words from personal lists.</li> </ul>	<ul style="list-style-type: none"> <li>5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</li> <li>Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</li> <li>Homophones and near homophones - <i>draft/draught, dissent/descent, precede/pro- ceed, wary/weary</i></li> </ul>	<ul style="list-style-type: none"> <li>Embedding proofreading strategies when reviewing own writing independently.</li> <li>Personal spelling lists</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sample of texts covered	<p>Good Night Sleep Tight</p> <p>Rainbow Fish</p>	<p>Necklace of Raindrops</p> <p>Supertato</p> <p>Traction Man</p>	<p>The Pebble in My Pocket</p> <p>The Iron Man</p> <p>Ug</p>	<p>Charlotte’s Web</p> <p>Oliver and The Seawigs</p> <p>One Plastic Bag</p>	<p>Skellig</p> <p>The Highwayman</p> <p>The Great Kapok Tree</p> <p>Tom’s Midnight Garden</p>	<p>A Boy in the Girl’s Bathroom</p> <p>Holes</p> <p>Shackleton’s Journey</p>