

St Gregory's RC Primary School
English Curriculum Overview
2024-2025



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My family	Celebrations and Winter	Fantasy and Fairy tales	Spring and Growth	Space and Planets	Our Wonderful World
Main Text	<p>"Starting school" by Allan Ahlberg "The colour monster" by Anna Llenas "The colour monster goes to school" by Anna Llenas "Owl babies" by Martin Waddell "Me and my amazing body" by Joan Sweeney (non-fiction)</p>	<p>"Funny Bones" by Janet and Allan Ahlberg. "Zim Zam Zoom" by James Carter & Nicola Colton (poetry) "Kipper's birthday" by Mick Inkpen "Celebrations Around the World: The Fabulous Celebrations you Won't Want to Miss" by Katie Harford (non-fiction)</p>	<p>"Little Red Riding Hood" Traditional "The wolf's story: What really happened to Little Red Riding Hood" by Izhar Cohen "Jack and the beanstalk" Traditional "Trust me, Jack's beanstalk stinks" by Eric Braun "Goldilocks and the three bears" Traditional "Beware of the bears" by Alan Mac Donald "Cinderella" Traditional "Prince Cinders" by Babette Cole "The three little pigs" Traditional "Three little wolves and the big bad pig" by Eugene Trivizas</p>	<p>"Rosie's walk" Pat Hutchins "Hungry hen" by Richard Waring "Handa's hen" by Eileen Browne "The little red hen" Traditional "Chicken licken" Traditional "The tiny seed" By Eric Carle</p>	<p>"Whatever next!" Jill Murphy "The way back home" Oliver Jeffers "Astro girl" Ken Wilson "Space poems" Gaby Morgan "Little people, Big dreams Neil Armstrong/ Mae Jemison" "Look inside space" Rob Lloyd Jones</p>	<p>"Under the sea" by Anna Milborne "The singing mermaid" Julia Donaldson "We're roaming in the rainforest" Laurie Krebs "Giraffes can't dance" Giles Andreae "Polar bear, Polar bear, What do you hear?" Eric Carle "The lights that dance in the night" Yuval Zommer</p>
Focus	fine motor skills	Letter formation Ordering a story	Letter formation families and storyboards	Writing dictated sentences with capital letter and full stop	Creating own sentences with capital letter and full stop.	Writing for different purposes. Varying sentence openers. Including 'and'
Spelling	S a t p l n o m d c u h l the to of	b f ff l g ck k e ll r le ss into no go	J v w x y z zz qu She he we you	ch Sh th ng dg ve wh was they all me her	cks tch nk ai ee y igh oa are again be	Oo ar or ur ow oi ear air e rue ue ure ture Said like so do come were one what
Punctuation and Grammar	Rhyming words	Past tense		Full stops		
Poetry	"Out and about collection of Autumn poems" Shirley Hughes		"10 things found in a wizards pocket" Ian McMillan		"Zim Zam Zoom" by James Carter & Nicola Colton (poetry)	

Year One to complete

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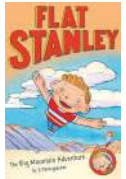
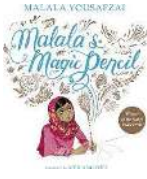




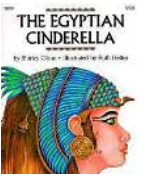
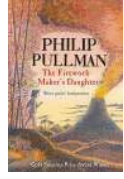

Year Two	Autumn 1		Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2
	Science Fiction/Fact		The Great Fire of London	Planet Earth	Kings and Queens		Fairy tales	Classic Author
Main Text								
Focus	Descriptive story opening Portal Story	Fact file Non-Chronological report	Historical Recount Diary entry	Setting Descriptions Letter writing Persuasive Speech Information Leaflet	Retelling Newspaper article	Instruction writing	Character Description Fairy tale retelling Twisted Fairy tales	Character Profile Narrative Writing Performance – play edition of fantastic Mr Fox
Spelling	Form letters, upper and lower case, mostly of the correct size in relation to others. Use knowledge of phonics and their prefix and suffix knowledge to write words that match their spoken sounds. Spell most common exception words taught so far correctly.			Form letters of the correct size, orientation and relationship to one another. Leave consistent and accurate spacing between words. Use knowledge of phonics to spell many words correctly, including using alternative spellings for the same sound. Spell common exception words taught so far correctly. Begin to use apostrophes to contract.		Begin to use diagonal and horizontal strokes needed to join letters and understand which are best left unjoined. Use phonics to spell longer unknown words. Spell many common exception words. Use apostrophes to contract some words: didn't, I'm, couldn't, can't and to indicate possession 'The girl's hair.' Know the difference between homophones and near homophones (here/hear, there/their/they're, one/won)		
Punctuation and Grammar	Demarcate sentences with a capital letter and full stops. Understand proper nouns and use capital letters appropriately (people, places, days, months) Begin to use statements, questions, exclamations and commands. Begin to use expanded noun phrases (e.g. One cold night/ A deep, dark cave) Begin using co-ordinating conjunctions (e.g. and/but/or)			Demarcate sentences correctly, including use of exclamation/question marks and commas for lists. Understand and use nouns, verbs and adjectives. Use wider range of conjunctions (e.g. when/if/as/because/before/as well as/or/and/but/so)		Use a range of punctuation accurately including full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Begin to write in the past/present tense correctly and consistently, including the progressive form. Use conjunctions (e.g. and/but/or/so) and a wider range of subordination (e.g. who, which) Adding suffixes (e.g. -ment, -ness, -ful, -less, -ly) to form nouns, adjectives and adverbs.		
Poetry	Free Verse		Shape Poetry	Acrostic Poem		Narrative Poetry		
Class Reader	Journey Quest Return by Aaron Becker	The Ugly Five by Julia Donaldson	Toby and the Great Fire of London by Margaret Noah The Great Fire of London by Emma Adams	Dear Earth by Isabel Otter Here We Are by Oliver Jeffers Somebody Swallowed Stanley by Sarah Roberts	The Cat and the King by Nick Sharratt The Queen's Hat by Steve Antony	Inside the Villains by Clotilde Perrin Range of traditional fairytales	Fantastic Mr Fox by Roald Dahl Fantastic Mr Fox – play edition	

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Year Three	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2	
	Story Openings / Diary Entry		Stone Age		Traditional Tales	Stories from our Literacy Heritage	Stories from other cultures and Poetry	Myth/ Legend Playscripts	
Main Text									
Focus	Story Opening	Diaries/ Recount	Portal Story	Instructions	Journey Story	Adventure Story	Portal Story / Simile and Metaphor	Descriptive Writing / Playscript	
Spelling	<p>Neat and legible handwriting, using the strokes needed for joining some of the time.</p> <p>Spell accurately all KS1 spelling rules including words of two or more syllables that contain the same GPC as those taught so far. Use phonics to spell longer unknown words.</p>				<p>Use diagonal and horizontal strokes needed to join letters and understand which are best left unjoined.</p> <p>Use further prefixes and suffixes and understand how to add them to root words (e.g. dis-/mis-/re-, -ly)</p> <p>Spell many common exception words (Y3/4 list)</p> <p>Spell further homophones (e.g. here/hear, bury/berry, mist/missed)</p>		<p>Improve the quality of handwriting (parallel downstrokes), using joined writing throughout.</p> <p>Spell words that are often misspelt (e.g. careful, parents, neighbour, disappoint)</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words (Y3/4 list)</p>		
Punctuation and Grammar	<p>Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession.</p> <p>Recognise and use words from the same word families and use prefixes and suffixes to change the word class (unkind, kind, kindness).</p> <p>Understand which nouns can be proper nouns and use capital letters appropriately (people, places, days, months, brands...).</p> <p>Use expanded noun phrases to describe and specify.</p>				<p>Use a wider range of conjunctions (e.g. since, even though, until) to extend a range of sentences with more than one clause</p> <p>Use commas to mark clauses (e.g. when we arrived, it was almost midnight)</p> <p>Begin to identify main and subordinate clauses (e.g. Maddy went to bed after brushing her teeth)</p> <p>Use the perfect form of verbs (e.g. I have seen that film before)</p> <p>Recognise and use different verb tenses.</p>		<p>Use full range of punctuation and sentence types taught so far.</p> <p>Use apostrophe for omission and possession (singular and regular plural nouns)</p> <p>Use inverted commas to punctuate direct speech (e.g. "Don't be home late" called Mum)</p> <p>Recognise and use adverbs and prepositions (e.g. nervously/carefully, on/under/before)</p> <p>Adding suffixes (e.g. -ment, -ness, -ful, -less, -ly) to form nouns, adjectives and adverbs.</p>		
Poetry	<p>Question and Answer Poems Christina Rossetti</p>				<p>Personification Poetry Mark Crisp</p>		<p>Simile/Metaphor Poetry Roger McGough</p>		
Class Reader	The Legend of Kevin		The Mousehole Cat		Charlie Changes into a Chicken	Pugs of the Frozen North	Boy Who Grew Dragons	George's Marvellous Medicine	











Year Four to complete

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Year Five	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2		
	Myths and Legends		Modern Classic	War and Peace		Refugee	Science Fiction		Bravery		
Main Text											
Focus	Biography Newspaper CV Kennings	Persuasive Speech Newspaper	Narrative Range of Poetry	Historical recount Report, Diary Entry	Description Narrative Letter	Narrative Discussion Letter	Narrative Instruction Recount	Newspaper Report Diary	Description Persuasive Argument Comparison	Non chronological Report	
Spelling	To spell correctly most words from the Y3/Y4 word list and some of the Y5/Y6 word list taught so far Apply spelling rules taught so far most accurately Begin to use prefixes and suffixes appropriately Letters are shaped precisely and joined accurately.			Spell correctly most words from the KS2 word lists. Apply spelling rules taught so far mostly accurately in independent writing, including some words with silent letters (e.g. island, doubt, knight) From those taught, understand the difference between homophones and other words often confused.			Spell correctly most words from Y5/6 word lists. Can add a range of pre-fixes and suffixes appropriately and can spell most homophones. Use dictionaries with ease to check spelling or meaning. Use a thesaurus for alternative word choices. Write legibly, fluently and with increasing speed.				
Punctuation and Grammar	Understand and use nouns, adjectives and pronouns Use consistently a wide range of punctuation (e.g. question marks, exclamation marks, commas, apostrophes) Recognise and use abstract nouns (e.g. pain, laughter) Use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks on either side)			Recognise main and subordinate clauses, and phrases, and can use them to write to construct sentences in different ways Use commas to make meaning clear (e.g. Before leaving, the children grabbed their coats.) Use the perfect form of verbs to show time and cause (e.g. Sally was tired because she had been skipping) Make appropriate tense choices (simple past/past progressive)			Accurate use of verb tenses throughout writing Model verbs successfully used within writing to indicate degree of possibility (may/could, nearly/definitely/always). Begin clauses with who, which, where etc or with an implied relative pronoun. (e.g. Stanley arrived at the house, which stood at the top of the hill). Use brackets or commas to indicate parenthesis.				
Poetry	Acrostic Poetry		Haiku Poetry and Tanka Poetry	Dramatic Monologue			Narrative Poetry				
Class Reader	Beowulf By Michael Morpurgo		Kensuke's Kingdom By Michael Morpurgo	Street Child By Berlie Doherty		Boy at the Back of the Class By Onjali Q Rauf	Crater Lake By Jennifer Killick				

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Year Six	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	Classic		Classic / Non - fiction (OAA Visit)		War	War	Theme	Theme
Main Text								
Focus	Biography Shakespeare / Charles Dickens	Narrative – portal story	Informal Letter Diary entry Balanced argument	Persuasive leaflet. Informal letter Instructions	Report Radio announcement Narrative Diary	Persuasive speech Narrative	Narrative Informal Letter Non – chronological report	
Spelling	Spell correctly words taught so far (<i>Year 5/6 spelling list</i>) Use further prefixes and suffixes and understand how to add them (e.g. -fer, -ant/-ance/ancy, -ent/-ence/ency, cious/-tious) Recap of previous spelling patterns				Spell correctly most words from the Year 5/6 spelling list, Understand the difference between homophones and other words often confused (e.g. principal/principle, stationery/stationary) Use spelling rules in writing and understand that some words need to be learnt specifically.		Spell correctly words from the Year 5/6 spelling list. Use spelling rules precisely. Use a dictionary and thesaurus with ease and accuracy.	
Punctuation and Grammar	Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, apostrophes, commas and brackets) Use suffixes to convert from one word class to another (e.g. -ate, -ify/-ness, -ment/-ful, -ous) Use expanded noun phrases to give information concisely. Recognise main and subordinate clauses, and phrases, and use them to construct sentences in different ways. Use a range of verb forms (including the perfect form).				Use the range of punctuation taught at KS2 with increasing confidence and skill. Use modal verbs and adverbs to show how possible something is. Use direct and reported speech accurately (e.g. the teacher explained what they had to do) Use passive verbs in a sentence. Begin to use semi-colons, colons and dashes within writing between clauses and a colon to introduce lists.		Use the range of punctuation taught at KS2 (e.g. inverted commas and other punctuation to indicate direct speech) Use verb tenses consistently and correctly Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility) Know and use the rules of Standard English..	
Poetry	Kit Wright – The Magic Box Miroslav – The Door Comparing poetry				The Highwayman		Sonnets	
Class Reader	Tom's Midnight Garden		Tom's Midnight Garden		Letters from the Lighthouse /	Private Peaceful	Holes	Holes