

## English Curriculum Coverage Document



Skills	Cycle 1 20-21	Cycle 2 21-22	Cycle 3- 22-23	Cycle 4 23-24	Cycle 5 24-25	Cycle 6 25-26
Alternative curriculum to be implemented alongside the KS1 curriculum to ensure pupils continue to bridge the gap	<u>We're all human/ This is me!</u> Poetry: KS1- To create an acrostic poem on own interests. KS2- To create two types of poems based on their own interests.	<u>Travel Agents</u> Persuasive Writing: KS1- To design an advert flyer for a travel destination. KS2- To design a leaflet to persuade a buyer to purchase a trip to a travel destination of the pupil's choice.	<u>Physical World</u> Script Writing: KS1- To create a weather report as a class. KS2- To create a weather report and perform it, focussing on sequencing and editing.	<u>Out of Africa</u> Reporting on real events, chronological report writing: KS1- To highlight key events from Nelson Mandela's life KS2- To write a biography of Nelson Mandela's life.	<u>Moving Mechanisms (WeDo2)</u> Instructional writing: KS1- To write instructions on how to build a WeDo2 Lego set KS2- To sequence and write instructions for a WeDo2 Lego set and instructions on building their own design	<u>100 years celebrations</u> Real events KS1- Looking at different events that turn 100.Highlifhting key events. KS2-Research and focus on real events and the impact it has had on us today.
	<u>Worldwide celebrations</u> Menu Writing: KS1- To create a Christmas recipe, using bullet points and headings. KS2- To create a Christmas recipe, using bullet point, headings, subheadings and modal verbs.	<u>Dinosaurs!</u> Poetry: KS1- To develop spelling and vocabulary within poetry. KS2- To use a thesaurus and dictionary to develop vocabulary within poetry.	<u>World events inc. Olympics</u> Writing a balanced argument: KS1- To identify reasons for and against different cultures struggle to access the Olympics. KS2- To argue reasons for and against why certain sports may be promoted in the Olympics while some are not, eg gender, disability, etc.	<u>Light and Dark</u> Poetry Writing: KS1- To create a rhyming poem. KS2- To focus on a variety of poetry, creating a haiku. Focusing on similes and metaphors.	<u>Flexible me!</u> Fact file KS1- Describing what makes me different. KS2- Creating a fact file of How my body is different to others.	<u>Christmas – Ice worlds</u> Comic book of Christmas Carol. KS1- Christmas carol story rewritten. KS2- Break down the Christmas Carol to recreate a comic.
	<u>Time Travellers</u> Descriptive Writing: KS1- To make use of adjectives to describe a setting within a short story. KS2- To create a short story, using a range of adjectives and adverbs as well as dialogue between characters.	<u>Historical figures</u> Story writing: KS1- To retell a fairy tale with their own take on it. KS2- To write a creative piece, using a story map to plan out their story in detail before creating their final piece.	<u>Body Systems</u> Non-fiction – fact file: KS1- To create an information page on certain parts of the body. KS2- To identify and explain the functions of the body.	<u>Bugs Life</u> Descriptive writing: KS1- To use the five sense to describe how insects move. KS2- To write a descriptive piece on 'through the lens of a fly'.	<u>Great Inventors Electricity</u> Persuasive writing KS1- Persuading writing key features included. Focus on SPAG. KS2- Dragon's den link with persuading to sell a product.	<u>Lights, Camera, Action!</u> Film review KS1- Identify key likes and dislikes about different films. KS2- Establish two films and compare the content. To write a film review.
	<u>Space – To infinity and beyond</u> Fact file writing: KS1- To identify the appropriate vocabulary for fiction writing. KS2- To note and develop initial ideas, drawing on reading and research.	<u>Young Entrepreneurs</u> Non-fiction writing: KS1- To create a job description for their chosen invention/business. KS2- To create questionnaires to evaluate their inventions/businesses.	<u>Romans</u> Diary Writing: KS1- To write a diary entry based on their Romans Day. KS2- To write a diary entry from the perspective of a famous Roman soldier.	<u>Local Adventures – Pirates and Smugglers</u> Creative writing: KS1- To create story on a pirate adventure, focussing on adjectives and adverbs. KS2- To create a story on famous smugglers, focussing on using a range of vocabulary and sentence structure to grip the reader.	<u>Everything Changes</u> Time capsule Newspaper report for the day. KS1-Newspaper report on today's event KS2- Predict the news in 50 years' time, creating a newspaper report.	<u>Tudor Times</u> Diary entry linking with immersion day. KS1- To write a diary entry based on their Tudor immersion day. KS2- To write a diary entry from the perspective of a Tudor class.
	<u>Victorians</u> Newspaper: KS1- To work with class to create a newspaper article based on a Victorian Railway. KS2- To create individual articles to contribute to a class newspaper based on Victorian events.	<u>Red, White and Blue</u> Letter Writing: KS1- To write a postcard to a friend or family member. KS2- To look at formal and informal letter writing, creating a letter to the queen and a family member/friend.	<u>Feel the Force</u> Newspaper report KS1- To create an article based on s space themed topic. KS2- To create an article, to include an interview of a famous astronomer who discovered a new planet.	<u>Crash, Bang, Wollop! Inc Vikings</u> Book review: KS1- To review 'There's a Viking in my Bed' KS2- To review 'Viking Boy'	<u>Awesome Egyptians</u> Letter writing KS1- Write a letter about your experience during a mummy making session KS2- write a letter about the process of mummification and being buried alive	<u>Disney – Heroes and Villains</u> Story writing KS1- Explaining and recounting fairytales and disney stories focussing on sequences. KS2- Write a fairytale story including a hero and villian.
	<u>Commotion in the Ocean</u> Diary writing: KS1- To create a diary entry based upon personal experience at the beach, making use of basic punctuation (full stops, capital letters). KS2- To create a diary entry based on personal experience at the beach, making use of a wide range of vocabulary.	<u>Life cycles</u> Non-fiction – Fact Files: KS1- To create an information sheet on a chosen animal. KS2- To work with the class to create a fact file book, focussing on headings, subheadings and bullet points, etc.	<u>Fire and Ice</u> Instruction writing: KS1- To write instructions on how to make frozen paint. KS2- To write instructions on how to create a school festival.	<u>Hunter Gatherer</u> Non-fiction writing KS1- recount a text- sequence Stories KS2- Explanation of a text looking at a chapter book.DK prehistoric life.	<u>Welcome to the Big Top!</u> Story writing KS1- To create a story based on a runaway clown KS2- To create a story based on being part of the audience for the Greatest Showman	<u>Carnivals!</u> Poetry KS1- Develop acrostic and senses poetry about the colours and sounds. KS2- Develop a variety of poetry including Haku.

	Key stage 1 (KS1)	Lower key stage(LKS2)	Upper key stage (UKS2)
Planning	<b>Year 1</b> <ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>compose sentences orally before writing it</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>Write ideas and/or keywords, including new vocabulary</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>discus and record ideas</li> <li>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>prior to writing, discuss and record ideas</li> <li>compose and rehears sentences orally (include dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>note and develop initial ideas, drawing on reading and research where necessary</li> </ul>
Composing	<b>Year 1</b> <ul style="list-style-type: none"> <li>write sentences they have orally rehearsed</li> <li>sequence sentences to form short narratives</li> <li>separation of words with spaces</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>write narratives about personal experiences and those of others (real and fictional) write about real events</li> <li>write poetry</li> <li>write for different purposes</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Organising paragraphs around a theme.</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Organise paragraphs around a theme.</li> <li>in narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices</li> <li>Write sentences from memory, dictated by the teacher.</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>précie longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>use further organisational and presentational devices to structure text and to guide the reader</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own</li> <li>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>précie longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraph</li> </ul> <ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>
Editing	<b>Year 1</b> <ul style="list-style-type: none"> <li>read aloud their writing clearly enough to be heard by their peers and teacher</li> <li>discuss their writing with a teacher or peer</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>re-read what they have written to check that it makes sense</li> <li>make simple corrections with the support of their teacher or peers</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>re-read what they have written to check that it makes sense</li> <li>begin redraft select passages of writing with the support of their teacher or peers</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>redraft select passages of writing with the support of their teacher or peers</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>redraft full pieces of extended writing</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>redraft full pieces of extended writing</li> </ul>

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Grammar	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>regular plural noun suffixes (-s, -es)</li> <li>verb suffixes where root word is unchanged (-ing, ed, -er)</li> <li>un- prefix to change meaning of adjectives/adverbs</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>write sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently (including the progressive form)</li> <li>coordination (or, and, or but)</li> <li>some subordination (when, if, that, or because)</li> <li>some features of written Standard English</li> <li>suffixes to form new words (-ful, -er, -ness)</li> <li>demarcate sentence including question marks and exclamation marks</li> <li>commas in lists</li> <li>apostrophes for omission &amp; singular possession</li> <li>expanded noun phrases to describe and specify</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>use the present perfect form of verbs in contrast to the past tense</li> <li>form nouns use prefixes (super-, anti-)</li> <li>use the correct form of 'a' or 'an'</li> <li>word families based on common words</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>use conjunctions, adverbs and prepositions to express time and cause (and place)</li> <li>prepositions to show where</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>use fronted adverbials</li> <li>difference between plural and possessive – Standard English verb.</li> <li>Inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>use the perfect form of verbs to mark relationships of time and cause.</li> <li>use relative clauses</li> <li>convert nouns or adjectives into verbs</li> <li>verb prefixes</li> <li>devices to build cohesion, including adverbials of time, place and number</li> <li>use expanded noun phrases to convey complicated information concisely</li> <li>use modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>recognise vocabulary and structures that are appropriate for formal speech and writing,</li> <li>including subjunctive forms</li> <li>use passive verbs to affect the presentation of information in a sentence</li> <li>use the perfect form of verbs to mark relationships of time and cause</li> <li>differences in informal and formal language</li> <li>synonyms &amp; antonyms</li> <li>further cohesive devices such as grammatical connections and adverbials</li> <li>use ellipsis</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>use modal verbs or adverbs to indicate degrees of possibility</li> </ul>
Grammar vocab	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb, tense (past, present), apostrophe, comma</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, letter vowel, vowel letter, inverted commas (or ‘speech marks’)</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>determiner, pronoun, possessive pronoun, adverbial</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>
Punctuation	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Begin to punctuate sentences using:</li> <li>a capital letter and a full stop, question mark or exclamation mark</li> <li>capital letter for names of people, places, the days of the week,</li> <li>capital letter for the personal pronoun ‘I’</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Full stops</li> <li>Capital letters</li> <li>Exclamation marks</li> <li>Question marks</li> <li>Commas for lists</li> <li>Aspostrophes</li> <li>Aspostrophes for the possessive</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Inverted commas/speechmarks for direct speech</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Possessive a postrophe with singular and plural nouns</li> <li>Direct speech(including punctuation with in and surrounding inverted commas)</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li><b>Commas to clraify meaning</b></li> <li><b>Brackets,dashes or commas</b></li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li><b>Semi colons</b></li> <li><b>Independent clauses</b></li> <li>using a colon to introduce a list • punctuating bullet points consistently</li> </ul>