English Curriculum - Overview

Acorn Class – KS1

Cycle	Autumn	Spring	Summer
A 2026-27	**Harry the Happy Mouse** Poetry, songs and rhymes **Fire! Fire!** Stories with repeating patterns **Narrative** Story with a familiar setting **Poems on a theme**	**The Place Where I Live** Stories with familiar settings **The Queen's Hat** Narrative **Non-chronological reports** linked with aspects of the local area, presented as a booklet **Poems, songs and rhymes**	**The Great Outdoors** Stories with a farm setting **Buckets and Spades** Story as a theme – Seaside **Information Booklet on Camping** **Seaside poems** Poems on a theme **Instructions** (Growth and Green fingers)
B 2027-28	**Family Album** Traditional tales **Recounts** A family event **The Highway Rat** Poetry (Food poems) **Non-fiction** (Rat information) **Narrative Story** The Highway Rat	**Explorers** Stories by the same author **Non- Chronological reports** (Linked to History) **Persuasion** **Riddles** **Story as a theme** (Buckets and Spades)	**Classic Text** The tale of Peter Rabbit **Instructions** Growing a…. **Traditional Rhymes** **Robots** Stories with familiar setting **Poems By Heart** Robot Poems **Recounts** A first person recount about making a model robot.

Oak Class – KS2

Although KS2 operated on a 4 year rolling program, we plan for 2 years at a time. This is to give opportunity to adapt the curriculum for the changing needs of the cohort as the year groups in each class change. This way we can select the most appropriate units, pitch it at the most appropriate level for the class and then make use of adaptive teaching strategies to ensure that the coverage and challenge is suitable for all pupils.

Cycle	Autumn	Spring	Summer
A 2024-25	**The Firework Maker's Daughter** Stories with Fantasy Settings **Newspaper Reports** Volcanic Eruption **Romans** Play Scripts **Romans** Non-Chronological Reports **States of Matter** Poetry/Rap	**The Art of Food** Persuasive Adverts Stories with Issues and Dilemmas **Food, Glorious Food** Classic Poetry **The Iron Man** Novel as A Theme Recount: Diaries	**Water, Water, Everywhere** Stories with a theme: The Mousehole Cat **Poems with a Structure** Kenning or Haiku **Macavity** Classic Narrative Poetry **The Great Plague** Fairy Tales Recount - Newspapers
B 2025-26	**Loch Ness Monster – Bridging Unit** Information Texts, Article for a Magazine. Infographics Story based on a plot pattern Poetry linked to theme **Stig of the Dump** Story as a Theme **Poems on a Theme** The Old Dry Stone Wall	**Healthy Humans** Fables Legends **Poetry** Shape Pomes/Calligrams **Sparks Might Fly** Explanations – Cracking Contraptions **Biographies** Little People Big Dreams	**Gulliver's Travels** Novel as a Theme **Non-Chronological Reports** Linked to Geography Topic **Percy Jackson** Greek Myths **Reports** Faster, Higher, Stronger **Poetry** Figurative Language

C 2026-27	**101 Dalmatians** (4-6 Weeks) Novel as A Theme **Newspaper Reports** (3 weeks) Based on 101 Dalmatians **The Spider & The fly** Classic Poetry (2 weeks) (From How Does your garden grow unit) **Magic Faraway Tree** Adventure/Fantasy Story (3-4 Weeks) **Linked to Christmas** Play Scripts (2 weeks) (Based on Sparks might fly unit)	**Mayan Civilization** Non-Chronological Reports **Chocolate** Persuasive Adverts (Based on Food, Glorious , Food unit) **The Last Bear- Hannah Gold** Persuasion **Explanations** – Climate Change **Persuasive Poetry** (Talk 4)	**Stories with Issues and Dilemmas** Based on the Fib by George Layton **Recount**: Diaries **Recount – Newspapers** Linked to sustainability **Sustainability** Poetry/Rap **Rumaysa** Fairy Tales
D 2027-28			

Key Stage 1 Grammar Progression

Autumn	SPAG Y1	Punctuate simple sentences with capital letters and full stops. Spell words containing each of the phonemes already taught	Use capital letters for names of people Say, and hold in memory whilst writing, simple sentences which make sense Use their phonic knowledge when spelling unfamiliar words	Reread every sentence to check it makes sense. Use simple connectives to link ideas e.g. *and, but, or, so*. Be able to encode the sounds they hear in words	Ed endings Identify and use question marks and exclamation marks Spell common exception words	Use familiar plots for structuring the opening, middle and end of their stories. Discuss their writing with adults and peers. Apply simple spelling rules and guidelines,	Pluralise nouns using es Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind
	SPAG Y2	Say, write and punctuate simple and compound sentences using the connectives and, but and or Segment spoken words into phonemes and represent these by graphemes, spelling many correctly	Use suffixes 'er' and 'est' to create adjectives e.g. faster, fastest, smaller, smallest Learn new ways of spelling phonemes for which one or more spellings are already known	Proofread to check for errors in spelling, grammar and punctuation Learn to spell common exception words	Use commas to separate items in a list Use suffix 'ly' to turn adjectives into adverbs e.g. slowly, gently, carefully Write about fictional events	Add suffixes ness and 'er' to create nouns e.g. happiness, sadness, teacher, baker Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas	Add suffixes 'ful' or less to create adjectives Select, generate and effectively use adjectives.
Spring	SPAG Y1	Write simple sentences that can be read by themselves and others. Be able to read back words they have spelt	Write information texts with simple text type features. Use letter names to distinguish between alternative spellings of the same sound	Write information texts with simple text type features. Use capital letters for people, places and days of the week.	Sequence ideas in order. Write in different forms with simple text features e.g. instructions.	Write information texts with simple text type features. Use question marks	Write in different forms with simple text features e.g. *recounts*. Use capital letter for the personal pronoun I.
	SPAG Y2	Use present tense for non chronological reports Learn some words with each spelling, including a few common homophones Select, generate and effectively use verbs	Select, generate and effectively use nouns Use specific text type features to write for a range of audiences and purposes Write about real events	Use connectives "and" and "but" Use suffix –est Use present tense for non-chronological reports Write about real events	Proofread to check for errors in spelling, grammar and punctuation Use past tense for recount Write about real events	Use sentences with different forms: statement, question, command, exclamation Edit and improve their own writing in relation to audience and purpose	Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll Use subordination for reason
Summer	SPAG Y1		Plurals – adding s to nouns.		Orally plan and rehearse ideas Separate words with finger spaces. Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words	Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers.	Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers
	SPAG Y2	Learn to spell common exception words	Learn to spell common exception words	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly	Evaluate their writing with adults and peers Read aloud their writing with intonation to make the meaning clear	Evaluate their writing with adults and peers Read aloud their writing with intonation to make the meaning clear

Lower Key Stage 2 Grammar Progression

Autumn	SPAG Y3	Identify clauses in sentences. Homophones and near homophones.	Use inverted commas for direct speech. Ou- young, double, touch.	Use commas to separate clauses when subordinate clause appears first. Sure- treasure, enclosure, pleasure.	Use adverbs. Suffixes ly, ous.	Ture- creature, furniture, adventure.	Use perfect forms of verbs have and has. Prefixes super, anti.
	SPAG Y4	Use adverb starters for when. Use commas after fronted adverbials. Ch- scheme, chorus.	Use inverted commas and other punctuation for direct speech (The tour guide announced, “Be back here for 4 oclock.” Ch- chalet, chef, machine	Use commas to mark clauses in complex sentences. y- myth, gym, Egypt.	Use noun phrases. Prefixes sub, inter.	Prefixes- in, im, ir.	Use standard English- were, was. Prefixes super, anti.
Spring	SPAG Y3	Irregular past tense- send/ sent, hear/ heard, think/thought.	□ Create complex sentences using conjunctions- when, if, because, although, while, since, until, before, after, so. □ Ei, eigh, ey.	Irregular plurals- goose/ geese, woman/ women. Identify main and subordinate clause.	Use prepositions for where. Prefix auto.	Use determiner a or an.	Prefixes dis, mis, re.
	SPAG Y4	Sc- science, scene. Change nouns and adjectives to verbs pollen=pollinate.	Use apostrophes for single and plural possession. Gue- que- tongue, antique.	Use fronted adverbials for where. Use commas after fronted adverbials.	Prefix auto, inter.	Use determiners- a/ an/ the, this/ that/ those/ these, my/ your/ his/ her/ its/ our. Suffixes- ation, tion	Suffixes ssion, cian.
Summer	SPAG Y3	Use prefixes such as super, anti, sub. Formation of nouns using a range of prefixes.	Spell and understand homophones and near-homophones. Use of 'a' or 'an.'	Use inverted commas for direct speech. Identify and use main and subordinate clauses.	Main and subordinate clauses, including commas. Use prepositions and noun phrases.	Use determiners (a/an/the). Use standard English forms for verb inflections (e.g., was/were).	Formation of adjectives using prefixes (dis-, mis-, in-)
	SPAG Y4	Correctly use and punctuate direct speech. Use commas after fronted adverbials.	Spelling patterns: ch, sure, ture. Use paragraphs to organise ideas.	Use apostrophes for plural possession. Expanded noun phrases.	Create complex sentences using conjunctions. Pronouns, including possessive pronouns.	Plural possessive apostrophe. Standard English forms for verb inflections.	Spelling patterns: ei, eigh, ey, sc, gue, que.

Upper Key Stage 2 Grammar Progression

Autumn	SPAG Y5	Convert nouns into verbs using –ate (e.g., activate). Use relative clauses beginning with who and which	Indicate possibility using modal verbs like might and should. Begin relative clauses with an omitted pronoun.	Convert adjectives into verbs using –ify (e.g., purify) Use relative clauses beginning with where and when.	Use commas to clarify list items. Use commas to clarify list items.	Indicate possibility using modal verbs such as will and must. Practice consistent tense use in writing	Indicate degrees of possibility using adverbs like perhaps. Explore ambiguous meanings without punctuation.
	SPAG Y6	Recognise the active and passive voice Use the passive voice for formal writing.	Identify and use subjunctive forms Begin sentences with modal verbs (e.g., should).	Use the colon to introduce lists Use semi-colons within lists.	Introduce the dash for emphasis in writing Use hyphens to avoid ambiguity.	Practice using commas for parenthesis Explore shifts in sentence structure.	Identify ambiguity in sentence meanings Consistently maintain tense in narrative.
Spring	SPAG Y5	Build cohesion with adverbials of time (e.g., later). Use brackets for additional information.	Use commas to clarify relational meaning. Practice cohesive writing with linking adverbials.	Build cohesion using adverbials of place (e.g., nearby). Identify and use dashes to indicate parenthesis.	Indicate parenthesis using commas. Standard verb inflections (e.g., ate, eaten).	Avoid ambiguity with consistent punctuation use. Explore dense texts for paragraph cohesion.	Recognise cohesive devices like repetition. Clear sentence structure in a paragraph.
	SPAG Y6	Link ideas using a range of cohesive devices Practice colons to separate independent clauses.	Use paragraphs to organise text structure Apply passive voice effectively in writing.	Recognise degrees of formality in language Use ellipsis for emphasis or omission.	Standard English consistency in discussion Accurately use punctuation for clarity.	Use semi-colons in complex lists Create cohesion in writing using adverbials.	Explore sentence variation for effect Avoid ambiguity with precise punctuation.
Summer	SPAG Y5	Review punctuation for complex lists. Explore cohesive devices like ellipsis.	Use adverbials to link ideas (e.g., however, meanwhile). Use adverbials for sequential writing.	Consistently use standard English verb forms. Practice verbal consistency in narrative.	Use cohesive devices to add emphasis. Apply cohesive development in essays.	Ensure tense consistency in storytelling. Critique writing for clarity and precision.	Apply cohesive writing to various text types. Advanced punctuation use in creative texts.
	SPAG Y6	Consolidate understanding of punctuation for clarity Emphasise shifts in formality through language choice.	Apply cohesive devices across different text types Assess writing for grammatical correctness.	Master advanced punctuation for complex ideas Use semi-colons for complex sentence connections.	Explore complex sentence construction Consistently apply formal and informal styles.	Critically review writing for cohesive flow Evaluate writing precision and coherence.	Apply the subjunctive mood for effect Experiment with sophisticated sentence structures.