



English Curriculum Overview

“With God at the heart of our St Ursula’s family, we welcome all as we learn and grow together.”

Year 3	Topics and National Curriculum links
Autumn 1	<p>Greek Myths by Marcia Williams</p> <p>Reading - Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words. Retell a Greek Myth orally Discuss words and phrases that capture the reader’s interest and imagination. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of the text.</p> <p>Writing – Narrative, persuasive, newspaper, poetry, instructional. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally progressively building a varied and rich vocabulary. Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements.</p> <p>Spelling Use suffixes and understand the rules for adding them i.e. words ending in ‘ly’ (See spelling list) Spell words that are often misspelt. The /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth (See spelling list) Use the first 2 or 3 letters of a word to check the spelling in a dictionary. Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</p> <p>Vocabulary, Grammar and Punctuation Extend the range of sentences with more than just one clause by using a wider range of conjunctions, including when, and because. Choose nouns and pronouns to avoid repetition.</p>
Autumn 2	<p>The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>Reading - Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words. Identify and discuss themes and conventions across the book. Use dictionaries to check the meanings of words they have read.</p>



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	<p>Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Predicting what might happen next from details stated and implied</p> <p><u>Writing</u> – Narrative, discussion, report writing, drama, recount. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and an increasing range of sentence structures. In narratives create setting, characters and plot. Proofread for spelling and punctuation errors.</p> <p><u>Spelling</u> Spell words that are often misspelt e.g. Words with endings -ure (See spelling list) Use prefixes and understand how to add them i.e. dis, sub and un (See spelling list) Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</p> <p><u>Vocabulary, Grammar and Punctuation</u> Extend the range of sentences with more than just one clause by using a wider range of conjunctions, including when, because, if and although. Use and punctuate direct speech.</p>
Spring 1	<p>Aesop’s Fables by Michael Morpurgo</p> <p><u>Reading</u> - Retell a fable orally. Identify main ideas drawn from more than one paragraph and summarise these. Identify themes and conventions within the book. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Predicting what might happen from details stated and implied.</p> <p><u>Writing</u> - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record their ideas. Begin to organise paragraphs.</p>



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	<p>Evaluate and edit by proofreading independently for spelling and punctuation errors.</p> <p><u>Spelling</u> Identify and spell homophones correctly i.e. ball and bawl (See spelling list) Begin to place the possessive apostrophe accurately in words with regular plurals (e.g. girls’) and in words with irregular plurals (e.g. children’s)</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play rather than He went out to play. Use the form a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because.</p>
Spring 2	<p>Treasure Island by Robert Louis Stevenson</p> <p><u>Reading</u> - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader’s interest and imagination and give reasons why. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence.</p> <p><u>Writing</u> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and then record ideas independently. Independently organise paragraphs around a theme. Independently evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements.</p> <p><u>Spelling</u> Spell words that are often misspelt (see spelling list of statutory spellings) Write from memory in simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><u>Vocabulary, Grammar and Punctuation</u></p>



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	<p>Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials Express time, place and cause using adverbs e.g. then, next, soon, therefore. Begin to use and punctuate direct speech correctly e.g. a comma after the reporting clause; end punctuation within inverted commas e.g. The conductor shouted, “Sit down!”</p>
Summer 1	<p>A Roman Play by Julia Donaldson</p> <p>Reading - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Predicting what might happen from details stated and implied. Identifying the main ideas drawn from more than one paragraph and summarising these. Identify how language, structure and presentation contribute to meaning.</p> <p>Writing Discuss and record their ideas independently. Organise paragraphs around a theme independently. In non-narrative material, use simple organisational devices e.g. headings and subheadings. Independently propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Evaluate and edit by reading aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Spelling Spell words that are often misspelt (see statutory spelling list) Independently place the possessive apostrophe accurately in words with regular plurals (e.g. girls’) and in words with irregular plurals (e.g. children’s)</p> <p>Vocabulary, Grammar and Punctuation Use and understand the terms: direct speech, consonant, vowel and inverted commas-mean the same as speech marks. Express time, place and cause using prepositions e.g. before, after, during, in, because of.</p>



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Year 4	Topics and National Curriculum links
Summer 2 Autumn 1	<p>Opal the monkeys, Mad Feet & Elspeth Stanham Alice in Wonderland by Emma Chichester Clark</p> <p>Reading - further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Reading – Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Retell the story giving details and descriptions of characters and settings. Discuss words and phrases that capture the reader’s interest and imagination and give reasons why. Discuss words and phrases that capture the reader’s interest and imagination. Recognise some different forms of poetry e.g. free verse and narrative poetry.</p>
	<p>Writing Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and then record ideas independently. In non-narrative material, use simple organisational devices e.g. verses. Evaluate and edit by reading aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Spelling Spell words that are often misspelt (see spelling list of statutory spellings)</p> <p>Vocabulary, Grammar and Punctuation Identify word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble.) Use and understand the terms: adverb, preposition, conjunction, word family, prefix, clause and subordinate clause.</p>



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	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of the text.</p> <p>Writing - Narrative, persuasive, newspaper, poetry, instructional. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements.</p> <p>Spelling Use prefixes (ie. re, mis, in, il, im, super, auto, anti) and suffixes (i.e. ing, ly, ion and ed) and understand the rules for adding them (See spelling list) Spell words that are often misspelt i.e. Words with endings sounding like ‘ure’ but word ending is (t)ch e.g. stretcher Use the first 2 or 3 letters of a word to check the spelling in a dictionary. Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</p> <p><u>Vocabulary, Grammar and Punctuation</u></p>
Autumn 2	<p>Catkin by Antonia Barber</p> <p>Reading - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Identify themes and conventions within the book. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Predicting what might happen next from details stated and implied.</p> <p>Writing - Narrative, discussion, report writing, drama, recount. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record their ideas.</p>



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	<p>Organise paragraphs around a theme. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Evaluate and edit by reading their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Spelling</u> Spell words that are often misspelt i.e. words with the sound spelt ch (mostly French in origin) e.g. brochure Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use the present perfect form of verbs in contrast to the past tense. Use and punctuate direct speech correctly e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”</p>
Spring 1	<p>Mufaro’s Beautiful Daughter by John Steptoe</p> <p><u>Reading</u> - Identify main ideas drawn from more than one paragraph and summarise these. Identify themes and conventions within the book. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Identify how language, structure and presentation contribute to meaning.</p> <p><u>Writing</u> - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record their ideas systematically. Consistently organise paragraphs around a theme. Regularly evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Evaluate and edit by proofreading for spelling and punctuation errors.</p> <p><u>Spelling</u></p>



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	<p>Identify and spell homophones correctly i.e. mail and male Place the possessive apostrophe accurately in words with regular plurals (e.g. girls’) and in words with irregular plurals (e.g. children’s)</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use conjunctions, adverbs and prepositions to express time and cause. Indicate possession by using the possessive apostrophe with plural nouns e.g. girls’ Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was and I did instead of I done.</p>
Spring 2	<p>Bill’s New Frock by Anne Fine</p> <p><u>Reading</u> - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Participate in discussion about the book, taking turns and listening to what others say. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Identify how language, structure and presentation contribute to meaning.</p> <p><u>Writing</u> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In non-narrative material, use simple organisational devices e.g. headings and subheadings. Independently organise paragraphs around a theme. Independently evaluate and edit by proofreading for spelling and punctuation errors.</p> <p><u>Spelling</u> Spell words that are often misspelt Write from memory in simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials Consistently use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was and I did instead of I done.</p>



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Summer 1	<p>Young Pele: Soccer's First Star by Lesa Cline-Ransome, James E. Ransome</p> <p><u>Reading</u> - Identify main ideas drawn from more than one paragraph and summarise these. Discuss words and phrases that capture the reader’s interest and imagination and explain why. Retrieve and record information from non-fiction. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p><u>Writing</u> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and then record ideas independently. In non-narrative material use simple organisational devices e.g. headings and subheadings. Compose and rehearse ideas orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by proofreading for spelling and punctuation errors.</p> <p><u>Spelling</u> Consistently place the possessive apostrophe accurately in words with regular plurals (e.g. girls’) and in words with irregular plurals (e.g. children’s)</p> <p><u>Vocabulary, Grammar and Punctuation</u> Expand noun phrases by the addition of the modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use contractions and understand how/why the apostrophe is used to shorten words e.g. cannot, can’t.</p>
Summer 2	<p>The Butterfly Lion by Michael Morpurgo</p> <p><u>Reading</u> - Identify the theme and convention within the text. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Predict what might happen in the text from details stated and implied. Recognise some different forms of poetry e.g. free verse and narrative poetry.</p>



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Year 5	Topics and National Curriculum links
Autumn 1	The Highwayman by Alfred Noyes
	<p>Writing Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Reading Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words. Learn a wide range of poetry by heart. Prepare poems and plays to be read aloud and perform, showing intonation, tone and volume so that the meaning is clear to an audience. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence. Ask questions to improve their understanding.</p> <p>Spelling Narrative, persuasive, news, pictorial, instructional that include words and punctuation taught so far. Plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as a model.</p> <p>Vocabulary, Grammar and Punctuation Identify the main ideas and supporting ideas, drawing on reading and research where necessary. Evaluate texts by assessing the effectiveness of their own and others’ writing.</p>



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	<p><u>Spelling</u> Spell words with silent letters. Use prefixes (words ending in fer) and suffixes and understand the rules for adding them. Use dictionaries to check the meaning and spelling of words. Use the first 3 or 4 letters of a word to check the spelling, meaning or both of these in a dictionary.</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use commas to clarify meaning or avoid ambiguity in writing. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun Use brackets to indicate parenthesis.</p>
Autumn 2	<p>Dragon Rider by Cornelia Funke</p> <p><u>Reading</u> - Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Identify and discuss themes and conventions across the book. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from details stated and implied.</p> <p><u>Writing</u> - Narrative, discussion, report writing, drama, recount. In writing narratives, consider how the author has developed characters and settings in what they have read, listened to or seen performed. Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. In narratives describe setting, character and atmosphere. Evaluate and edit by ensuring that the consistent and correct tense is used throughout a piece of work.</p> <p><u>Spelling</u> Continue to distinguish between homophones and other words which are often confused. Use a thesaurus.</p> <p><u>Vocabulary, Grammar and Punctuation</u> Recognise vocabulary and structures that are important for formal speech and writing, including subjunctive forms.</p>



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	<p>Use expanded noun phrases to convey complicated information concisely. Use brackets and dashes to indicate parenthesis. Use a colon to introduce a list.</p>
Spring 1	<p>Macbeth by William Shakespeare</p> <p>Reading - Recommend books to their peers, giving reasons for their choices. Identify themes and conventions within the book. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Making comparisons within and across books. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas..</p> <p>Writing Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Regularly evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Evaluate and edit by proofreading for spelling and punctuation errors.</p> <p>Spelling Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically.</p> <p>Vocabulary, Grammar and Punctuation Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning and avoid ambiguity. Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. E.g. Tom broke the game, which annoyed Harry.</p>
Spring 2	<p>The Other Side of Truth by Beverley Naidoo</p> <p>Reading - Identify themes and conventions within the book. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas</p>



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	<p>and challenging views courteously. Provide reasoned justifications for their views. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.</p> <p><u>Writing</u> - In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. In narratives describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly. Independently evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><u>Spelling</u> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically.</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use passive verbs to affect the presentation of information in a sentence e.g. The sentence ‘It was eaten by our dog.’ is the passive of ‘Our dog ate it.’ Use the perfect form of verbs to mark relationships of time and cause e.g. ‘He has gone to lunch.’ implies that he is still away, in contrast with ‘He went to lunch.’ Use hyphens to avoid ambiguity.</p>
Summer 1	<p>There’s a Boy in the Girl’s Bathroom by Louis Sachar</p> <p><u>Reading</u> - Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Making comparisons within and across books. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>



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	<p>Writing – Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Precising longer passages (give a concise summary) Use further organisational devices to guide the reader e.g. headings, bullet points and underlining. Evaluate and edit by proofreading for spelling and punctuation errors.</p> <p>Spelling Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically.</p> <p>Vocabulary, Grammar and Punctuation Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Punctuate bullet points consistently.</p>
Summer 2	<p>Journey to the River Sea by Eva Ibbotson</p> <p>Reading - Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.</p> <p>Writing - In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. In narratives describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly. Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p> <p>Spelling</p>



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Continued as above.

Vocabulary, Grammar and Punctuation

Use and understand the grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly or tense choices e.g. he had seen her before.

Convert nouns or adjectives into verbs using prefixes e.g. dis, de, mis, over and re.



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Year 6	Topics and National Curriculum links
Autumn 1	<p>Kensuke’s Kingdom by Michael Morpurgo</p> <p>Reading - Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Writing - Narrative, persuasive, newspaper, poetry, instructional. Plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by assessing the effectiveness of their own and others’ writing.</p> <p>Spelling Use prefixes (words ending in fer) and suffixes and understand the rules for adding them. Spell words with silent letters. Use dictionaries to check the meaning and spelling of words. Use the first 3 or 4 letters of a word to check the spelling, meaning or both of these in a dictionary.</p> <p>Vocabulary, Grammar and Punctuation Use hyphens to avoid ambiguity. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. Use a colon to introduce a list.</p>
Autumn 2	<p>Refugee Boy by Benjamin Zephaniah</p> <p>Reading - Learn a wide range of poetry by heart. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>



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	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Writing - Narrative, discussion, report writing, drama, recount. Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. In narratives, describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Ensure correct subject/verb agreement when using singular and plural.</p> <p>Spelling Use a thesaurus Continue to distinguish between homophones and other words which are often confused.</p> <p>Vocabulary, Grammar and Punctuation Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use brackets, dashes or commas to indicate parenthesis.</p>
Spring 1	<p>Silver Sword by Ian Serraillier</p> <p>Reading - Recommend books to their peers, giving reasons for their choices. Identify themes and conventions within the book. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Making comparisons within and across books. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Writing - Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>



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	<p>Noting and developing initial ideas, drawing on reading and research where necessary. When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. Evaluate and edit by proofreading for spelling and punctuation errors.</p> <p><u>Spelling</u> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically (see Year 6 statutory spelling list)</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning and avoid ambiguity. Use passive verbs to affect the presentation of information in a sentence e.g. The sentence ‘It was eaten by our dog.’ is the passive of ‘Our dog ate it.’</p>
Spring 2	<p>Romeo and Juliet by William Shakespeare</p> <p><u>Reading</u> - Identify themes and conventions within the book. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. Identify how language, structure and presentation contribute to meaning.</p> <p><u>Writing</u> - Note and develop initial ideas, drawing on reading and research where necessary. Use devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly. Precise longer passages (summarise) Use further organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points, underlining. Consistently use the correct tense throughout a piece of writing. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>



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	<p><u>Spelling</u> Continued as above</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use the perfect form of verbs to mark relationships of time and cause e.g. ‘He has gone to lunch.’ implies that he is still away, in contrast with ‘He went to lunch.’ Use expanded noun phrases to convey complicated information concisely e.g. ‘the teacher’ expanded to ‘the strict teacher with curly hair.’</p>
Summer 1	<p>Wolf Brother by Michelle Paver</p> <p><u>Reading</u> - Identifying and discussing themes and conventions in and across a wide range of writing. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.</p> <p><u>Writing</u> - Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Precising longer passages (give a concise summary) Use a wide range of devices to build cohesion across paragraphs e.g. adverbials such as on the other hand, in contrast, or as a consequence. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><u>Spelling</u> Continued as above.</p> <p><u>Vocabulary, Grammar and Punctuation</u> Use semi-colons, colons or dashes to mark boundaries between independent clauses e.g. It’s raining; I’m fed up. Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.</p>



English Curriculum Overview

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Summer 2

Art That Changed the World - DK Publishing

Reading - Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Ask questions to improve their understanding.

Writing - Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

Use further organisational and presentational devices to structure text and guide the reader e.g. headings, subheadings, columns, tables, bullets and underlining.

Propose changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning.

Spelling

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically (see Year 6 statutory spelling list)

Vocabulary, Grammar and Punctuation

Use and understand the grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Punctuate bullet points consistently.

Know the difference between vocabulary of formal and informal speech e.g. find out-discover, ask for-request etc.

Know how words are related in meaning as synonyms and antonyms.