

## English

Taught through the Literary Curriculum - a thematic book-based approach to Primary English

Children explore 110 literary texts and experience at least 80 unique significant authors as they move through the school. Using these texts as a starting point, children engage in a wide variety of writing tasks, with grammar, spelling and punctuation objectives being taught in context within the books studied.

|                     | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2   |
|---------------------|--|--|---|--|--|--|
| <b>Year 1 Books</b> | <ul style="list-style-type: none"> <li>Cave Baby – Julia Donaldson</li> <li>Naughty Bus – Jan &amp; Jerry Oke</li> </ul>   | <ul style="list-style-type: none"> <li>Send for a Superhero – Michael Rosen</li> <li>I want my hat back – Jon Klassen</li> </ul>                       | <ul style="list-style-type: none"> <li>Beegu - Alexis Deacon</li> <li>Dinosaurs and All That Rubbish - Michael</li> </ul>                     | <ul style="list-style-type: none"> <li>Stanley’s Stick - John Hegley and Neal Layton</li> <li>Foreman The Odd Egg - Emily Gravett</li> </ul>                           | <ul style="list-style-type: none"> <li>Lost and Found - Oliver Jeffers (book and film)</li> <li>Yeti and the Bird - Nadia Shireen</li> </ul> | <ul style="list-style-type: none"> <li>Iggly Peck, Architect - Andrea Beatty and David Roberts</li> <li>The Magic Bed - John Burningham</li> </ul>                               |
| <b>Writing</b>      | Write sentences in order to create short narratives and nonfiction texts. Use some features of different text types (although these may not be consistent). Reread their writing to check that it makes sense and make suggested changes. Use adjectives to describe. Use simple sentence structures. Use the joining word (conjunction) ‘and’ to link ideas and sentences.  |  |   |  |  |  |
| <b>Punctuation</b>  | Capital letters for names, places, the days of the week and the personal pronoun ‘I’. Finger spaces. Full stops to end sentences. Question marks. Exclamation marks.   |  |   |  |  |  |
| <b>Spelling</b>     | In addition to learning the Year 1 words from the National Curriculum lists: Use -s and -es to form regular plurals correctly. Use the prefix ‘un’. Add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word).  |  |   |  |  |  |
| <b>Reading</b>      | Speedily read all basic letter shapes and sounds. Read accurately by blending known letter sounds. Read common exception words. Read common suffixes. Read multi-syllable words containing known letter sounds and blends. Read contractions and understand use of apostrophe. Retell familiar stories and traditional tales. Recognise and join in with predictable phrases. Recite some poetry by heart. Correct inaccurate reading by checking for sense. Discuss the significance of title and events. Make inferences on the basis of what is said and done. Make predictions based on reading so far. Explain clearly understanding of what is read to them. |  |   |  |  |  |
| <b>Year 2 Books</b> | <ul style="list-style-type: none"> <li>Goldilocks – Lauren Child</li> <li>You and Me - Anthony Browne</li> <li>Goldilocks and Just the One Bear - Leigh Hodgkinson</li> <li>Jim and the Beanstalk - Raymond Briggs</li> </ul>  | <ul style="list-style-type: none"> <li>The Journey Home - Frann Preston-Gannon</li> <li>House Held Up By Trees - Ted Kooser and Jon Klassen</li> </ul> | <ul style="list-style-type: none"> <li>The Bear Under the Stairs - Helen Cooper</li> <li>The Bear and the Piano - David Litchfield</li> </ul> | <ul style="list-style-type: none"> <li>The Owl and the Pussy-cat - Edward Lear and Charlotte Voake</li> <li>Tadpole’s Promise - Jeanne Willis and Tony Ross</li> </ul> | <ul style="list-style-type: none"> <li>Wolves - Emily Gravett</li> <li>The Dragon Machine - Helen Ward and Wayne Anderson</li> </ul>         | <ul style="list-style-type: none"> <li>The Great Fire of London - Emma Adams and James Weston Lewis</li> <li>Rosie Revere, Engineer - Andrea Beatty and David Roberts</li> </ul> |
| <b>Writing</b>      | Write narratives about personal experiences and those of others, both real and fictional. Write for different purposes, including real events. Plan and discuss the content of writing and record ideas. Orally rehearse structured sentences or sequences of sentences. Proof-read to check for errors in spelling, grammar and punctuation.  |  |   |  |  |  |
| <b>Punctuation</b>  | Use capital letters and full-stops to punctuate sentences. Use capital letters for names of people, places, days of the week and the pronoun ‘I’. Correctly use question marks and exclamation marks. Use commas to separate items in a list. Use apostrophes to show where letters are missing and to mark singular possession in nouns.  |  |   |  |  |  |
| <b>Spelling</b>     | In addition to learning the Year 2 words from the National Curriculum lists: Segment spoken words into letter sounds or blends and record these as written words. Spell some words with alternative spellings, including a few common homophones, eg. here and hear. Spell longer words using suffixes such as ‘ment’, ‘ness’, ‘ful’, ‘less’, ‘ly’.  |  |   |  |  |  |
| <b>Reading</b>      | Read accurately most words of two or more syllables. Read most words containing common suffixes. Read words accurately and fluently without overt sounding and blending, eg. at over 90 words per minute, in age appropriate texts. Sound out most unfamiliar words accurately, without undue hesitation. Check that a familiar text, which they can read fluently, makes sense to them. Ask and answer questions about a text. Discuss the sequence of events in a text. Predict what might happen based on reading so far. Answer questions and make some inferences on the basis of what is being said and done in a familiar text.                             |  |   |  |  |  |

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| <b>Year 3 Books</b>              | <ul style="list-style-type: none"> <li>• Leon and the Place Between - Angela McAllister and Grahame Baker Smith</li> <li>• The First Drawings - Mordicai Gerstein</li> </ul>  | <ul style="list-style-type: none"> <li>• The BFG - Roald Dahl and Quentin Blake (book and film )</li> <li>• The Tear Thief - Carol Ann Duffy and Nicoletta Ceccoli</li> </ul> | <ul style="list-style-type: none"> <li>• The Pied Piper of Hamlin - Michael Morpurgo and Emma Chichester Clark</li> <li>• Escape from Pompeii -Christina Balit</li> </ul> | <ul style="list-style-type: none"> <li>• Cloud Tea Monkeys - Mal Peet and Elspeth Graham</li> <li>• Sparky - Jenny Offill and Chris Appelhans</li> </ul> | <ul style="list-style-type: none"> <li>• The Mysteries of Harris Burdick- Chris Van Allsberg</li> <li>• Flotsam - David Wiesner</li> </ul>                              | <ul style="list-style-type: none"> <li>• Jim, A Cautionary Tale - Hilaire Belloc and Mini Grey</li> <li>• The Day I Swapped My Dad for Two Goldfish - Neil Gaiman</li> </ul> |
| <b>Writing</b>                   | Use ideas from own reading and modelled examples to plan writing. Demonstrate an increasing understanding of purpose and audience. Begin to use the structure of a wider range of text types. Proof-read work to check for errors with increasing accuracy. Make deliberate, ambitious word choices to add detail. Begin to create settings, characters and plot in stories. Organise writing into paragraphs around a theme.   |   |   |  |   |  |
| <b>Punctuation &amp; grammar</b> | Maintain the correct tense throughout a piece of writing. Use the full range of punctuation from previous year groups. Use inverted commas in direct speech. Begin to use conjunctions, adverbs and prepositions to show time, place and cause. Use 'a' or 'an' correctly most of the time.   |   |   |  |   |  |
| <b>Spelling</b>                  | In addition to learning some of the Year 3/4 words from the National Curriculum lists: Spell many words with prefixes correctly, such as 'auto', 'in', 'dis', 'super' and 'anti'. Spell many words with suffixes correctly, such as 'ly', 'ous' and 'ation'. Begin to spell homophones correctly, eg. which and witch.  |   |   |  |   |  |
| <b>Reading</b>                   | Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting unusual spellings of some sounds. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read a range of fiction, poetry, plays and non-fiction texts. Discuss texts that have been read. Read aloud and independently, taking turns and listening to others. Explain how non-fiction books are structured in different ways and use them effectively. Explain some of the different types of fiction books. Ask relevant questions to get a better understanding of a text. Predict what might happen based on known details. Draw inferences such as inferring characters feelings, thoughts and motives from their actions. Use a dictionary to check the meaning of unfamiliar words. Identify the main point of a text. Use non-fiction texts to retrieve information. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.   |   |   |  |   |  |
| <b>Year 4 books</b>              | <ul style="list-style-type: none"> <li>• The Iron Man - Ted Hughes and Laura Carlin</li> <li>• Varmints - Helen Ward and Marc Craste *book and film</li> </ul>  | <ul style="list-style-type: none"> <li>• FaRther - Grahame Baker Smith</li> <li>• Until I Met Dudley - Roger McGough</li> </ul>   | <ul style="list-style-type: none"> <li>• Winter's Child - Angela McAllister and Grahame Baker Smith</li> <li>• The Selfish Giant - Oscar Wilde</li> </ul>                 | <ul style="list-style-type: none"> <li>• The Lion and the Unicorn - Shirley Hughes</li> <li>• The Matchbox Diary - Paul Fleischman</li> </ul>            | <ul style="list-style-type: none"> <li>• Jonathan Swift's Gulliver - Martin Jenkins and Chris Riddell</li> <li>• Weslandia - Paul Fleishman and Kevin Hawkes</li> </ul> | <ul style="list-style-type: none"> <li>• The Lion the Witch and the Wardrobe - C.S. Lewis</li> <li>• Jabberwocky - Lewis Carroll</li> </ul>                                  |
| <b>Writing</b>                   | Write a range of narratives and non-fiction texts using a consistent and appropriate structure. Write stories with a clear beginning, middle and end with a coherent plot. Proof-read confidently to amend their own writing, eg. adding nouns/pronouns to avoid repetition or correcting tense. Create more detailed settings, characters and plot to engage the reader. Consistently organise writing into paragraphs around a theme.   |   |   |  |   |  |
| <b>Punctuation &amp; grammar</b> | Maintain an accurate tense throughout a piece of writing. Use the full range of punctuation from previous year groups. Use all the necessary punctuation in direct speech mostly accurately. Use apostrophes for singular and plural possession with increasing confidence. Use expanded noun phrases, eg. the enormous dragon with fiery breath. Use fronted adverbials, eg. As quick as a flash, Last weekend, - usually demarcated with commas.  |   |   |  |   |  |
| <b>Spelling</b>                  | In addition to learning all of the Year 3/4 words from the National Curriculum lists: Spell all words with prefixes correctly, eg. irrelevant, autograph, incorrect, disobey, superstar, antisocial. Spell all words with suffixes correctly, eg. usually, poisonous, adoration. Spell homophones correctly, eg. which and witch  |   |   |  |   |  |
| <b>Reading</b>                   | Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting unusual spellings of some sounds. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Ask relevant questions to improve understanding of a text. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information I have deduced. Identify where a writer has used precise word choices for effect to impact on the reader. Identify some text type organisational features, eg. narrative, explanation and persuasion. Identify the (simple) themes in texts. Retrieve information from non-fiction texts. Select books for specific purposes, eg. science, geography or history learning. Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Explain the meaning of words in context. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action |   |   |  |   |  |

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|-----------------------|--|--|---|---|---|--|
| Year 5 books          | <ul style="list-style-type: none"> <li>The Man Who Walked Between the Towers - Mordicai Gerstein</li> <li>Robot Girl - Malorie Blackman</li> </ul>   | <ul style="list-style-type: none"> <li>The Tempest - William Shakespeare, Helen Street and Charly Cheung</li> <li>Hidden Figures: The True Story of Four Black Women and the Space Race -Margot Lee Shetterly</li> </ul> | <ul style="list-style-type: none"> <li>The Lost Thing - Shaun Tan (book and film)</li> <li>Unspoken - Henry Cole</li> </ul>   | <ul style="list-style-type: none"> <li>The Lost Happy Endings - Carol Ann Duffy and Jane Ray</li> <li>Beowulf - Michael Morpurgo</li> </ul> | <ul style="list-style-type: none"> <li>Kaspar, Prince of Cats - Michael Morpurgo</li> <li>Otto, Autobiography of a Teddy-bear - Tomi Ungerer</li> </ul>   | <ul style="list-style-type: none"> <li>Origami Yoda - Tom Angleberger</li> <li>Firebird - Saviour Pirotta</li> </ul>                               |
| Writing               | Write for a range of purposes and audiences, confidently selecting appropriate organisation and structure. Describe settings, characters and atmosphere to consciously engage the reader. Select and use organisational and presentation devices that are relevant to the text type, eg. headings, bullet points. Begin to proof-read work to remove repetition or irrelevant details. Create paragraphs that are usually suitably linked. Proof-read work to assess effectiveness and make corrections and improvements.  |  |   |   |   |  |
| Punctuation & grammar | Use the full range of punctuation from previous year groups. Use commas to clarify meaning or to avoid ambiguity. Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion, including adverbials for time, place and number, eg. later, nearby, secondly. Use relative clauses beginning with a pronoun, eg. Professor Scribble, who was an inventor, had made a breakthrough. Use brackets, dashes or commas to begin to indicate parenthesis. Use adverbs and modal verbs to indicate degrees of possibility, eg. surely, perhaps, should, ought.   |  |   |   |   |  |
| Spelling              | In addition to learning some of the Year 5/6 words from the National Curriculum lists: Spell many verb prefixes correctly, eg. deactivate, overturn, misconduct. Convert nouns or adjectives into verbs using suffixes, eg. classify, criticise.   |  |   |   |   |  |
| Reading               | Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting some unusual correspondences between spelling and sound. Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. Re-read and read ahead to check for meaning. Talk about a wide range of books and text types, including myths, legends and books from other cultures and traditions, discussing the features of each. Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. Identify significant ideas, events and characters and discuss their significance. Recite poems by heart, eg. narrative verse, haiku. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone, volume and action  |  |   |   |   |  |
| Year 6 books          | <ul style="list-style-type: none"> <li>The Unforgotten Coat - Frank Cottrell Boyce</li> <li>The Arrival - Shaun Tan</li> </ul>   | <ul style="list-style-type: none"> <li>The Promise - Nicola Davies and Laura Davies</li> <li>Can We Save the Tiger? - Martin Jenkins</li> </ul>  | <ul style="list-style-type: none"> <li>The Invention of Hugo Cabret - Brian Selznick (book and film)</li> <li>Suffragette: The Battle for Equality - David Roberts</li> </ul> | <ul style="list-style-type: none"> <li>The Three Little Pigs Project - The Guardian (film)</li> <li>The Last Wild - Piers Torday</li> </ul> | <ul style="list-style-type: none"> <li>Grimm Tales for Young and Old - Phillip Pullman</li> <li>Romeo and Juliet - William Shakespeare, Helen Street and Charly Cheung (book and film)</li> </ul> | <ul style="list-style-type: none"> <li>Night Mail - W H Auden and GPO Film Unit (poem and film)</li> <li>A Beautiful Lie - Irfan Master</li> </ul> |
| Writing               | Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader, eg. use of the first person in a diary, direct address in instructions and persuasive writing. Describe settings characters and atmosphere in narrative. Integrate dialogue in narratives to convey character and advance the action and plot.  |  |   |   |   |  |
| Punctuation & grammar | Use the full range of punctuation from previous year groups mostly correctly, including inverted commas, the semi-colon, colon, dash and hyphen. Select vocabulary and grammatical structures that reflect what the writing requires, eg. use of contracted words in dialogue, passive verbs to affect how information is presented, modal verbs to suggest degrees of possibility. Use a range of devices to build cohesion throughout a piece of writing, eg. conjunctions, adverbials of time and place, pronouns. Use verb tenses consistently and correctly throughout writing.   |  |   |   |   |  |
| Spelling              | In addition to learning most of the Year 5/6 words from the National Curriculum lists: Convert nouns or adjectives into verbs using suffixes, eg. classify, criticise. Distinguish between homophones and other words which are often confused. Use a dictionary or thesaurus to check the spelling of uncommon words or more ambitious vocabulary.  |  |   |   |   |  |
| Reading               | Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read fluently, using punctuation to inform meaning. Talk about a wide range of books and text types, including myths, legends and books from other cultures and traditions, discussing the features of each. Read books that are structured in different ways. Recognise texts that contain features from more than one text type. Evaluate how effectively texts are structured and presented. Read non-fiction texts to help with my learning. Read accurately and check that I understand. Recommend books to others and give reasons for my recommendation. Identify themes in texts. Identify and discuss the conventions in different text types. Identify the key points in a text. Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. |  |   |   |   |  |