

ENGLISH CURRICULUM KS1

Year 1

	Autumn		Spring		Summer	
Fiction	Stories with predictable settings	Traditional Tales	Books by the Same author	Fairy Tales	Stories in fantasy worlds	Stories from other cultures
Non fiction	Invites and lists:	Recounts and Instructions	News reports Persuasion	Explanations Instructions	Non-chronological reports	Review non-fiction types
Word	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of a noun; suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper); how the prefix –un changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing)					
Sentence	How words combine to make sentences; joining words and joining clauses using ‘and’					
Text	Sequencing sentences to form short narratives					
Punctuation	Separation of words with spaces; introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences; capital letters for names and for the personal pronoun ‘I’					

Year 2

	Autumn		Spring		Summer	
Fiction	Poetry Stories with familiar settings	Traditional tales	Descriptive writing (character)	Stories from other cultures	Poetry /Description (settings)	Stories by significant authors
Non- Fiction	Personal recounts	Instructions and information writing	Non chronological reports	News reports	Persuasion and Balanced arguments	Explanations
Word	Formation of nouns using suffixes such as –ness, -er, and by compounding (e.g. whiteboard, superman); formation of adjectives using suffixes such as –ful, -less; use of the suffixes –er, -est in adjectives and -ly (turn adjectives into adverbs)					
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and but); expanded noun phrases for description and specification (e.g. the blue butterfly, the main in the moon); how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.					
Text	Correct choice and consistent use of present tense and past tense throughout writing; use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)					
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; commas to separate items in a list; apostrophes to mark where letters are missing in spelling					

ENGLISH CURRICULUM KS2

Year 3

	Autumn		Spring		Summer	
Fiction	Adventure stories	Letters	Myths and legends	Stories with familiar settings	Stories with related themes	Poetry
Non- Fiction	Non-chronological reports	Balanced arguments	Newspaper reports	Persuasion	Recounts	Explanations
Word	Formation of nouns using a range of prefixes, such as super-, anti-, auto-; use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box); word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)					
Sentence	Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in because of)					
Text	Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with He went out to play)					
Punctuation	Introduction to inverted commas to punctuate direct speech					

Year 4

	Autumn		Spring		Summer	
Fiction	Folk tales	Fairy tales	Plays	Stories that raise issues	Stories with related themes	Poetry in different forms
Non- Fiction	Recounts	News reports	Balanced arguments	Reports and instructions	Persuasion	Explanations
Word	The grammatical difference between plural and possessive –s; Standard English forms for verb inflections instead of local spoken forms (e.g. ‘we were’ instead of ‘we was’, or ‘I did’ instead of ‘I done’)					
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. ‘The teacher’ expanded to ‘the strict maths teacher with curly hair’); fronted adverbials (e.g. <u>Later that day</u> , I heard the bad news.)					
Text	Use of paragraphs to organise ideas around a them; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition					
Punctuation	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, “Sit down!”)					

Year 5

	Autumn		Spring		Summer	
Fiction	Ghost stories	Historical fiction	Narrative poetry	Stories from other cultures	Stories that raise issues	Poems based on common themes
Non- Fiction	Recounts	News reports	Explanations	Non-chronological reports s	Balanced arguments	Persuasion
Word	The converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify); verb prefixes (e.g. dis-, de-, mis-, over- and re-)					
Sentence	Relative clauses beginning with who, which, where, when, whose, that - or an omitted relative pronoun; indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)					
Text	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly); linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)					
Punctuation	Brackets, dashes, commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity					

Year 6

	Autumn		Spring		Summer	
Fiction	Ghost stories	Historical fiction	Narrative poetry	Stories from other cultures	Stories that raise issues	Poems based on common themes
Non- Fiction	Recounts	News reports	Explanations	Non-chronological reports s	Balanced arguments	Persuasion
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter); how words are related by meaning as synonyms and antonyms (e.g. big, large, little).					
Sentence	Use of the passive to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'the window in the green house was broken'); the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. 'He's your friend, isn't he?' Or the use of subjunctive forms such as 'if I were' or 'were they to come' in some very formal writing and speech)					
Text	Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as 'on the other hand', 'in contrast' or 'as a consequence'), and ellipsis; layout devices such as headings, sub-heading, columns, bullets or tables, to structure text					
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up); use of the colon to introduce a list; punctuation of bullet points to list information; how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark' or 'recove'r versus 're-cover')					