

Curriculum Framework -English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Key text: Handa's Surprise, Eileen Browne</p> <p>Writing outcomes: Nursery rhyme/ song. Descriptive poem</p> <p>Text and Word: How words can combine to make sentences.</p> <p>Punctuation: Write in sentences using capital letters at the beginning and full stops at the end. Put a capital letter for I.</p>	<p>Key text: 'Where the Wild Things Are' by Maurice Sendak</p> <p>Writing outcomes: Fantasy story Recount of a school trip</p> <p>Text and Word: Investigate how regular plural noun suffixes-s or -es (eg dog-dogs, wish-wishes)</p> <p>Punctuation: Use question marks at the end of questions.</p>	<p>Key text: The Girl in the Castle inside the Museum, Kate Bernheimer</p> <p>Writing outcomes: Information leaflet</p> <p>Text and Word Sequencing sentences to form short narratives</p> <p>Punctuation: Capital letters for I, names and at the beginning of a sentence. Full stops at the end of a sentence.</p>	<p>Key text: Old Bear, Jane Hissey</p> <p>Writing outcomes: Non-fiction-Instructions Narrative -Adventure story</p> <p>Text and Word: Investigate how suffixes can be added to verbs (helping, helped, helper)</p> <p>Punctuation: Begin to use exclamation marks.</p>	<p>Key text: The Enormous Turnip</p> <p>Writing outcomes: Fairy tale Recount</p> <p>Text and Word: Sequencing sentences to form short narratives</p> <p>Punctuation: Begin to use commas in lists.</p>	<p>Key text: The Night Pirates, Peter Harris</p> <p>Writing outcomes: List poem Narrative poem</p> <p>Text and Word: Investigate how the prefix un- changes the meaning of verbs and adjectives.</p> <p>Punctuation: Write in sentences using capital letters at the beginning and full stop at the end.</p>
Year 2	<p>Key text: My Friend Whale, Simon James</p> <p>Writing outcomes: Structured poetry- list poems Narrative- Fables</p> <p>Text and Word: The consistent use of present tense versus past tense throughout texts.</p> <p>Punctuation: Write in sentences, using capital letters at the beginning and full stops at the end. Put a capital letter for I.</p>	<p>Key text: The Owl Who Was Afraid of the Dark, Jill Tomlinson</p> <p>Writing outcomes: Structured poetry- acrostic poems and shape poems Recount- diary writing</p> <p>Text and Word: Using time connectives. Formation of nouns using suffixes such as -ness, -er.</p> <p>Punctuation: Use question marks at the end of questions.</p>	<p>Key text: The Three Little Wolves and the Big Bad Pig, Eugious Trivizas</p> <p>Writing outcomes: Narrative fantasy writing (Fairy Tale with a twist) Non-chronological report.</p> <p>Text and Word: The continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p>Punctuation: Use a capital letter for names (days, months, places and people).</p>	<p>Key Text: Charlie and the Chocolate Factory, Roald Dahl</p> <p>Writing outcomes: Explanations - flowchart of how chocolate is made/how machines work. Informal invitations</p> <p>Text and Word: Formation of adjectives using suffixes such as -ful, -less.</p> <p>Punctuation: Begin to use exclamation marks.</p>	<p>Key text: Flat Stanley, Jeff Bridges</p> <p>Writing outcomes: Instructions (making a kite/sending a letter) Informal letters/emails. Nonsense poem</p> <p>Text and Word: Use of suffixes -er and -est to form comparisons of adjectives and adverbs.</p> <p>Punctuation: Begin to use commas in lists.</p>	<p>Key text: Tuesday, David Weisner</p> <p>Writing outcomes: Information leaflet</p> <p>Text and Word: Use of suffixes -er and -est to form comparisons of adjectives and adverbs.</p> <p>Punctuation: Use a capital letter for names (days, months, places and people).</p>
Year 3	<p>Key Text: Rainforest Rescue, J. Burchett and S. Vogler</p> <p>Writing outcomes: Non-chronological report Formal letters</p> <p>Text and Word: Introduction to paragraphs as a way to group related material.</p> <p>Punctuation: Use capital letters, full stops, question marks and capital letters consistently and accurately. Express time and clause using conjunctions.</p>	<p>Key text: TIME HUNTERS: Stone Age Rampage, Chris Blake</p> <p>Writing outcomes: Persuasive writing - advertisement Shape poems and calligrams</p> <p>Text and Word: Use of determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).</p> <p>Punctuation: Use capital letters, full stops, question marks and capital letters consistently and accurately.</p>	<p>Key text: Horrid Henry Tricks the Tooth Fairy, Francesca Simon</p> <p>Writing outcomes: Instructions Free verse poetry Nonsense poetry</p> <p>Text and Word: Headings and sub headings to aid presentation.</p> <p>Punctuation: Use speech marks to show direct speech. Use a comma to separate direct speech from a reporting clause.</p>	<p>Key text: Ancient Egyptian Myths - retold and illustrated by Marcia Williams</p> <p>Writing outcomes: Narrative - Myth Information text - Factfile about Ancient Egypt</p> <p>Text and Word: Investigate word families based on common words.</p> <p>Punctuation: Use speech marks to show direct speech. Use a comma to separate direct speech from a reporting clause.</p>	<p>Key text: The Iron Man, Ted Hughes</p> <p>Writing outcomes: Plays Structured poem - Kennings</p> <p>Text and Word: Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Punctuation: Use apostrophes to show omission e.g. contractions (eg. can't). Use a comma to separate direct speech from a reporting clause.</p>	<p>Key text: Secret Agent, Jack Stalwart - Elizabeth Singer</p> <p>Writing outcomes: Narrative - adventure story</p> <p>Text and Word: Use of the perfect form of verbs to mark relationships of time and cause (eg. I have written it down so we can check what he said).</p> <p>Punctuation: Use apostrophes to show omission ie. Contractions (eg. can't) and possession.</p>

<p>Year 4</p>	<p>Key text: The Roman Beanfeast, Gillian Cross Writing outcomes: Recount - newspaper article Structured poetry - ballads Text and Word: Appropriate choice of pronoun or noun across sentences. Punctuation: Commas for different purposes in sentences.</p>	<p>Key text: Traditional Indian Tales Writing outcomes: Non-chronological report Narrative - Fables (for younger children) Text and Word: Use of paragraphs to organise ideas around a theme. Punctuation: Use colons to introduce a list.</p>	<p>Key text: The Wizard of Oz, L. Frank Baum Writing outcomes: Story - issues and dilemmas Text and Word: Use of paragraphs to organise ideas around a theme. Punctuation: Use commas after fronted adverbials.</p>	<p>Key text: My Story: Henry VIII's Wives, Alison Prince Writing outcomes: Descriptive writing: creating a historical setting Play scripts with historical setting Text and Word: The grammatical difference between plural and possessive -s. Punctuation: Use possessive apostrophes for singular possession (eg. John's coat). Use possessive apostrophes for plural possession (eg. the boys' coats, the children's books).</p>	<p>Key text: Our World, Michael Foreman Writing outcomes: Structured poetry -Renga, Haiku and Cinquian Explanation texts Text and Word: 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). Punctuation: Use colons to introduce an explanation.</p>	<p>Key text: The Secret Garden, Frances Hodgson Writing outcomes: Advertisements - film trailer Fantasy story Text and Word: 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). Punctuation: Use punctuation marks consistently and accurately including: capital letters, full stops, question marks, exclamation marks, apostrophes (to show omission and possession) and speech marks (to show direct speech).</p>
<p>Year 5</p>	<p>Key text: Street Child, Bertie Doherty Writing outcomes: Historical Story Chapters Narrative Text and Word: Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Punctuation: Use commas in complex sentences to separate different clauses. Swap the order of clauses in sentences to achieve different effects and mark clause boundaries with commas.</p>	<p>Key text: Various Recipe Books Writing outcomes: Bread making instructional text Kennings/List poems Text and Word: Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Punctuation: Semi-colons to separate items in a list/semi-colons to separate phrases in a list/semi-colons to introduce an explanatory clause.</p>	<p>Key text: The Highwayman, Alfred Noyes Writing outcomes: A narrative poem Free verse poetry Text and Word: Converting nouns and adjectives into verbs using suffixes e.g. -ate, -ise, -ify Punctuation: Avoid using commas to separate sentences, instead using a connective with a comma or some proper sentence ending punctuation. Use commas for different purposes in a sentence.</p>	<p>Key text: Romeo and Juliet, William Shakespeare Writing outcomes: A play script A sonnet Text and Word: Converting nouns and adjectives into verbs using suffixes e.g. -ate, -ise, -ify. Punctuation: Use brackets, dashes and commas to show parenthesis.</p>	<p>Key text: Why the Whales Came - Michael Morpurgo Writing outcomes: A recount. A chapter story Text and Word: Linking Ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly. Punctuation: Commas in complex sentences. Use of commas to clarify meaning or ambiguity.</p>	<p>Key text: Who Let the Gods Out? Maz Evans Writing outcomes: Write own myth/legend Write a persuasive speech for debate Text and Word: Verb prefixes: dis-, de-, mis-, over- and re- Punctuation: Use of colons to introduce a quote. Use inverted commas to show a quotation or the title of a book or film.</p>
<p>Year 6</p>	<p>Key text: The Wind in the Willows, Kenneth Grahame Writing outcomes: Argument - debate / speech Formal Persuasive Letter (of Complaint) Text and word: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing).</p>	<p>Key text: Dangerous Reality, Malorie Blackman Writing outcomes: Recount - Newspaper reports Character / Instructions Narrative - Science Fiction Text and Word: Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure texts. Punctuation: Use punctuation marks consistently and accurately including: capital letters, full stops, question marks, exclamation</p>	<p>Key text: Goodnight Mister Tom, Michelle Magorian Writing outcomes: Contemporary Fiction (updating GMT to modern times) Structured poetry - Tanka Poems Text and Word: Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other</p>	<p>Key text: Extracts from Scott's Diaries Writing outcomes: Non-chronological report Recount - Diary Text and Word: Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. 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 elision.</p>	<p>Key text: Holes, Louis Sacha Writing outcomes: Narrative - dialogue, play scripts and film narrative Historical Fiction - Stories(with Flashbacks) Punctuation: Use an ellipsis to show that a sentence is unfinished or that words are missing or to show the passing of time.</p>	<p>Key text: Boy, Roald Dahl Writing outcomes: Recount - autobiography. Information- Biography Factfile Punctuation: Use of all punctuation consistently and accurately across a range of writing.</p>

	<p>Punctuation: Use punctuation marks consistently and accurately including: capital letters, full stops, question marks, exclamation marks, apostrophes (to show omission and possession), speech marks (to show direct speech), colons and semi-colons. Punctuation of bullet points to list information.</p>	<p>marks, apostrophes (to show omission and possession), speech marks (to show direct speech), colons and semi-colons. Punctuation of bullet points to list information</p>	<p>hand, in contrast, or as a consequence) and elision. Punctuation: Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p>	<p>Punctuation: How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark). Use inverted commas to show a word is being used ironically or oddly.</p>		
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