



St Joseph's English Curriculum overview – 2021/2022

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Rec / Nurs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn term 1	Colour Monster Owl Babies The Big Book of Families Stick Man The Rainbow Fish Smeds and Smoos Traditional Tales Friends	My Summer Holiday - recount The Three Little Pigs & Little Red Riding Hood – Traditional Tales	Stories with a familiar setting- Worry Monsters The Jolly Witch Non-Chronological report - The Great Fire of London Non-Chronological report - Charles Mackintosh Poetry on a theme – Autumn	The Day the Crayons Quit – persuasive letter The Secret of Black Rock – Adventure story	Novel as a theme – George's Marvellous Medicine Non chronological texts Crocodiles Egypt	Novel as a theme Text: There's a Boy in the Girls' Bathroom diary Letter playscripts	Classic narrative poetry: Lucy Grey: William Wordsworth / The Highwayman: Alfred Noyes Non-Fiction: Information Hybrids Mayans
Autumn term 2	Leaf Man Little Red Hen Kipper's Birthday The Lost Acorn So Much Nativity Story Elmer	Fireworks - poetry The Gruffalo - repetitive stories Jolly Postman - Letters	Stories by the same author Oliver Jeffers – The way back home /The day the crayons quit Poetry on a theme – fireworks Persuasive poster – Come to Lancaster Instructions- Christmas decoration	Stone Age Boy – Time Travel Narrative How to Wash a Wolly Mammoth - Instructions	Myths Egyptian Cinderella Legends of Isis & Osiris Persuasive Adverts Toys	Greek Legend Writing Text: Theseus and the Minotaur non chron report based on ancient Greece Descriptive passage A narrative that blends action description and dialogue	Narrative: Flashbacks The piano Poetry with imagery: In Flanders field Non-Fiction: Persuasion advertise the school

Spring term 1	<p>Michael Recycle What a Waste One Plastic Bag Clever Sticks Gruffalo Tiger Who Came to Tea Dear Zoo,</p>	<p>Traditional Rhymes - poetry Bob's Best Friend Ever - Fantasy Man on the moon – Non Chron</p>	<p>Traditional tales with a twist-Little Red Riding Hood, Goldilocks Hansel and Gretel Explanation text – linked to science how we stay healthy Letter Writing – Florence Nightingale</p>	<p>Wolves in the Wall – narrative - suspense Skeleton and Muscles – Non Chron</p>	<p>Fairy Tales – the Brothers Grimm Information Booklets The UK</p>	<p>Sci-fi Text: Cosmic Character description diary Persuasive leaflet Formal report/book review</p>	<p>Narrative: Classic fiction Oliver Twist / Street child Non-fiction: Autobiographies Dr. Barnardo and Mrs H</p>
Spring term 2	<p>Jasper's Beanstalk Easter Story The Very Hungry Caterpillar The Tiny Seed Oliver's Vegetables Jack and the Beanstalk</p>	<p>Julia Donaldson – Stories from the same author Snail & Whale, Squash & Squeeze etc Poems on a theme</p>	<p>Animal adventure stories The animals of Farthing wood – Colin Dann After the storm – Nick Butterworth Non-chronological report on animals Poetry – riddles on animals explanation text – Weather report linked to geography work</p>	<p>Escape from Pompeii – narrative/recount Lapbook /Non Chron– The Roman Invasion</p>	<p>Fantasy – Krindlekrax Explanations Digestion Explanation based on Gut Garden – A Journey into the Wonderful World of your Microbiome</p>	<p>Historical fiction: Friend or Foe Or The Silver Sword Debate Newspaper report</p>	<p>Non-Fiction: Discussion balanced argument Narrative: Sci-fi Titanium unit</p>

Summer term 1	<p>Time Train Beegu Aliens Love Underpants Whatever Next Man on the Moon (Bob) We're Going on a Bear Hunt Dinosaurs Love Underpants The Naughty Bus</p>	<p>Handa's surprise – stories from other cultures Oliver's Vegetables - Instructions Poems to learn by heart</p>	<p>Story as a theme – the wild Just Imagine Fox The tin forest Whales' song Report – The job of a vet Instructions – caring for plants Persuasive Advert – buy my plant</p>	<p>I asked the little boy who couldn't see – Poetry Journey of Iliona - Diary</p>	<p>Issues and Dilemmas – Fox Poetry - The River by Valerie Bloom</p>	<p>Classic Poetry Texts: Lion and Albert Older literature: Excerpts from Alice in Wonderland Use of figurative language Postcard home from Blackpool Incident report</p>	<p>Narrative: novel as a theme Kensuke's Kingdom Non-Fiction: explanation Circulatory system Volcanoes</p>
Summer term 2	<p>Light House Keepers Lunch Commmotion in the Ocean Tiddler The Snail and the Whale Pirates Love Underpants</p>	<p>Cinderella, Jack & Beanstalk – Traditional Tales Recounts of events Poems to learn by heart</p>	<p>Story as a theme – the seaside- The lighthouse keeper's lunch Tom and Lucy at the seaside classic poetry – the owl and the pussycat Recount – visit to the zoo Letter – writing to new teacher</p>	<p>Narrative -Flood – Tragedy Narrative – Novel as a theme – The Iron Man</p>	<p>Playscripts Traders and Raiders Newspaper Reports Britons face European Invasion Viking Raid on Lindisfarne</p>	<p>Stories from other cultures Text: Kapok tree Information text based on 'Saving the rainforest'</p>	<p>Narrative: Older Literature Shakespeare Non-fiction: Letters of complaint Holiday from hell Worst restaurant</p>

Over EYFS:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role-play, where the children share their ideas with support and modelling from adults, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Over KS1:

Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Write using subordination (when, if, that, because) and co-ordination (or, and, but). Correct & consistent use of present tense & past tense. Correct use of verb tenses.
 Write with correct & consistent use of capital letters
 o full stops
 o question marks
 o exclamation marks
 Use commas in a list. Use apostrophe to mark omission and singular possession in nouns.
 Write under headings.
 Write lower case letters correct size relative to one another.
 Show evidence of diagonal & horizontal strokes to join

Over KS2

Y3	Y4	Y5	Y6
Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1 st , 2 nd & 3 rd person. Use perfect form of verbs to mark relationships of time & cause.	Vary sentence structure, using different openers. Use adjectival phrases (e.g. biting cold wind). Use appropriate choice of noun or pronoun. Use fronted adverbials.	Add phrases to make sentences more precise & detailed. Use range of sentence openers – judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)	Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). Use a sentence structure and layout matched to requirements of text type.
Use inverted commas to punctuate direct speech.	Use apostrophe for plural possession. Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). Use commas to mark clauses. Use inverted commas and other punctuation to punctuate direct speech.	Use the following to indicate parenthesis: o brackets o dashes o comma Use commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run).	Use semi-colon, colon or dash to mark the boundary between independent clauses. Use colon to introduce a list & semi colon within a list. Use correct punctuation of bullet points. Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type.
Group ideas into basic paragraphs. Write under headings & sub-headings.	Use paragraphs to organise ideas around a theme. Use connecting adverbs to link paragraphs.	Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Use wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person.
Increase legibility, consistency and fluency.		Write legibly, fluently and with increasing speed.	

NOTE: Year 3 trialling 'The Write Stuff' Approach for writing – which puts vocab at the centre, with lots of staff modelling and then independent write.