

English Curriculum Overview



Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Key stage 1 and 2

Spoken Language:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Spelling, Punctuation, Grammar and Vocabulary

Pupils' vocabulary will arise naturally from their reading and writing. As vocabulary increases, pupils should learn how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should also learn how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils should learn how to control their speaking and writing consciously and to use Standard English. They should be able to use the elements of spelling, grammar, punctuation and 'language about language' to enhance their writing.

The [National Curriculum English Programme of Study](#) provides the content that must be taught to each year group. An overview of what is expected a child to achieve by the end of each year group is also below.

Below is a grid showing how at Perran-ar-Worthal School we structure when each genre of writing is taught throughout KS1 and KS2.

Due to our mixed age class structure in KS1, the planning below shows a Year A and Year B grid.

Early Years and Year 1 (Year A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction – Stories with familiar settings Non-fiction – Signs, labels and lists Poetry – Nursery Rhymes	Fiction – Patterns and repetitive phrases Non-fiction – Information texts Poetry – Pattern and Rhyme	Fiction – Fantasy stories Non-fiction – Instructions Poetry – Poems about feelings	Fiction – Fairy tales Non-fiction – Information texts Poetry – Question poems and nursery rhymes	Fiction – Traditional tales Non-fiction – Letters and postcards Poetry – Nonsense poems	Fiction – Stories about families Non-fiction – Information texts Poetry – Action poems

Early Years and Year 1 (Year B)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction – Stories with familiar settings Non-fiction – Signs, labels and lists Poetry – Nursery Rhymes	Fiction – Patterns and repetitive phrases Non-fiction – Information texts Poetry – Pattern and Rhyme	Fiction – Fantasy stories Non-fiction – Instructions Poetry – Riddles and questions	Fiction – Imaginary worlds Non-fiction – Non-chronological reports Poetry – Old-fashioned poems	Fiction – Stories by the same author Non-fiction – Non-chronological reports Poetry – Nonsense poetry	Fiction – Stories about feelings Non-fiction – Letters and postcards Poetry – Poems for the very young

Year 1 and Year 2 (Year A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction – Stories with familiar settings Non-fiction – Signs, labels, lists and posters Poetry – Songs and repetitive poems	Fiction – Stories involving fantasy Non-fiction – Information texts Poetry – Animal poems	Fiction – Tales from a variety of cultures Non-fiction – Instructions Poetry – Playing with language	Fiction – Stories in familiar settings Non-fiction – Recounts Poetry – Sound collector	Fiction – Fairy tales Non-fiction – Letters Poetry – Poems on a theme	Fiction – Classic contemporary fiction Non-fiction – Information texts Poetry – Traditional poems

Year 1 and Year 2 (Year B)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction – Stories with familiar settings Non-fiction – Signs, labels, lists and posters Poetry – Silly poems	Fiction – Fantasy Non-fiction – Information texts Poetry – List poems	Fiction – Traditional tales Non-fiction – Instructions and lists Poetry – Bedtime poems	Fiction – Stories about feelings Non-fiction – Recounts Poetry – Poems with elements of fantasy and humour	Fiction – Traditional tales from other cultures Non-fiction – Letters and books Poetry – Poems to say out loud	Fiction – Humorous stories Non-fiction – Information texts Poetry – A study of a poet

Key Stage 2 (Year A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fairy-tales / traditional tales	Non-chronological reports	Playscripts	Instructions & Explanations	Reports & Journalistic writing / recounts	Poetry

Key stage 2 (Year B)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Myths & Legends	Argument & debate / persuasive writing	Stories from other cultures	Stories by the same author	Biographies & Autobiographies	Poetry

Below are the reading and writing key objectives for each year group. The lists provide the detail for what a child should be able to achieve by the end of each year to show they have attained Age Related Expectations (ARE).

Year 1 Reading Key Objectives

Summary

1	Speedily read all basic phoneme/graphemes
2	Read accurately by blending known GPCs
3	Read common exception words
4	Read common suffixes
5	Read multi-syllable words containing known GPCs
6	Read contractions and understand use of apostrophe
7	Retell familiar stories and traditional tales
8	Recognise and join in with predictable phrases

9	Recite some poetry by heart
10	Understand texts based on prior knowledge or provided information
11	Correct inaccurate reading by check for sense
12	Discuss the significance of title and events
13	Make inferences on the basis of what is said and done
14	Make predictions based on reading so far
15	Explain clearly understanding of what is read to them

Year 2 Reading Key Objectives

Summary

1	Read fluently using decoding skill
2	Read accurately by blending, including alternative sounds for graphemes
3	Read multisyllable words containing known graphemes
4	Read common suffixes
5	Read exception words
6	Read most words quickly and accurately without overt sounding and blending
7	Discuss and express views on a wide range of poetry, stories and non-fiction
8	Recognise simple recurring literary language in stories and poetry
9	Perform poetry learnt by heart with appropriate intonation
10	Discuss and clarify the meanings of words
11	Discuss the sequence of events in books
12	Make inferences on the basis of what is being said and done
13	Ask and answer questions about a text
14	Predict what might happen based on reading so far
15	Explain and discuss understanding of a range of reading

Year 3-4 Reading Key Objectives

Summary

1	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
2	Read further exception words, including those with unusual spelling/sound links
3	Retell some fairy tales or traditional tales orally
4	Identify themes and conventions in a range of books
5	Perform plays and poetry aloud using intonation, tone, volume and action
6	Recognise some different forms of poetry
7	Use dictionaries to check the meanings of words
8	Check that a text makes sense, including explaining the meaning of words in context
9	Identify and summarise the main ideas drawn from more than one paragraph
10	Draw inferences about feelings thoughts and motives

11	Use evidence to justify inferences
12	Discuss words and phrases which capture the reader's interest
13	Identify how language contributes to meaning
14	Identify how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction texts

Year 5-6 Reading Key Objectives

Summary

1	Use knowledge of morphology and etymology to read aloud and understand new words
2	Make comparisons within and across books
3	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
4	Identify and discuss themes and conventions across a wide range of writing
5	Discuss understanding of texts, including exploring meaning of words in context
6	Ask questions to improve understanding of texts
7	Summarise ideas drawn from more than one paragraphs, identifying key details
8	Predict future events from details stated and implied
9	Identify how language, structure and presentation contribute to meaning
10	Discuss how authors use language, including figurative language, to affect the reader
11	Make book recommendations, giving reasons for choices
12	Participate in discussions about books, building on and challenging ideas
13	Explain and discuss understanding of reading
14	Participate in formal presentations and debates about reading
15	Provide reasoned justifications for views

Year 1 Writing Key Objectives

Summary

1	Spell words using the standard phonemes
2	Spell common exception words
3	Spell the days of the week
4	Name the letters of the alphabet in order
5	Understand spelling rules for adding 's'
6	Use suffixes -ing, -ed, -er and -est
7	Sit and hold writing implement correctly
8	Begin to form lower-case letters correctly
9	Form capital letters
10	Form digits 0-9
11	Compose a sentence orally before writing

12	Sequence sentences to form short narratives
13	Read writing aloud audibly and clearly
14	Leave spaces between words
15	Join words and clauses using 'and'

Year 2 Writing Key Objectives

Summary

1	Break words into phonemes for spelling
2	Know some spellings which use variations of standard phonemes
3	Use the possessive apostrophe
4	Spell some words with contracted forms
5	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
6	Form lower-case letters of the correct size relative to one another
7	Write capital letters of appropriate size
8	Write for different purposes
9	Read aloud using appropriate intonation
10	Use noun phrases
11	Use four main types of sentence appropriately
12	Use present and past tense correctly
13	Use some coordinating and subordinating conjunctions
14	Use appropriate demarcation punctuation
15	Use commas for lists

Year 3-4 Writing Key Objectives

Summary

1	Spell words which are often misspelt from the Y3-4 list
2	Use the possessive apostrophe accurately with plurals
3	Use a dictionary to check a spelling
4	Use appropriate handwriting joins, including choosing unjoined letters
5	Adopt the features of existing texts to shape own writing
6	Build sentences with varied vocabulary and structures
7	Organise paragraphs around a theme
8	Develop detail of characters, settings and plot in narratives
9	Use simple organisational devices in non-fiction
10	Suggest improvements to grammar and vocabulary
11	Proofread own work for spelling and punctuation errors
12	Read aloud using appropriate intonation, tone and volume
13	Use a range of conjunctions to extend sentences with more than one clause

14	Choose nouns and pronouns for clarity and cohesion
15	Use conjunctions, adverbs and prepositions to express time, cause & place
16	Use fronted adverbials
17	Understand the difference between plural and possessive '-s'
18	Recognise and use standard English verb inflections
19	Use extended noun phrases, including with prepositions
20	Use and punctuate direct speech correctly

Year 5-6 Writing Key Objectives

Summary

1	Spell some words with silent letters
2	Recognise and use spellings for homophones and other often-confused words
3	Use a dictionary to check spelling and meaning
4	Identify the audience and purpose before writing, and adapt accordingly
5	Select appropriate grammar and vocabulary to change or enhance meaning
6	Develop setting, atmosphere and character, including through dialogue
7	Précis longer passages
8	Use a range of cohesive devices
9	Use advanced organisational and presentational devices
10	Use the correct tense consistently throughout a piece of writing
11	Ensure correct subject and verb agreement
12	Perform compositions using appropriate intonation, volume and movement
13	Use a thesaurus
14	Use expanded noun phrases to convey complicated information concisely
15	Use modal verbs or adverbs to indicate degrees of possibility
16	Use relative clauses
17	Convert nouns or adjectives into verbs
18	Use adverbials of time, place and number for cohesion
19	Recognise vocabulary and structures that are appropriate for formal use
20	Use passive verbs to affect the presentation of information
21	Use the perfect form of verbs to mark relationships of time and cause
22	Recognise difference in informal and formal language
23	Use grammatical connections and adverbials for cohesion
24	Use ellipsis
25	Use commas to clarify meaning or avoid ambiguity
26	Use brackets, dashes and commas to indicate parenthesis

27	Use hyphens to avoid ambiguity
28	Use semi-colons, colons and dashes between independent clauses
29	Use a colon to introduce a list
30	Punctuate bullet points consistently

Below are the spelling lists for each year group. Pupils need to be able to spell the majority of these words at the end of each year to show they have reached Age Related Expectations (ARE).

New Curriculum Spelling List Year 1

the	your	come	are	go	push
a	they	some	were	so	pull
do	be	one	was	by	full
to	he	once	is	my	house
today	me	ask	his	here	our
of	she	friend	has	there	
said	we	school	I	where	
says	no	put	you	love	

New Curriculum Spelling List Year 2

door	child	cold	pretty	grass	improve	parents
poor	wild	gold	beautiful	pass	sugar	Christmas
find	most	hold	after	plant	could	everybody
mind	both	told	fast	path	would	even
floor	children	every	last	bath	sure	
because	climb	great	past	hour	eye	
kind	only	break	father	move	should	
behind	old	steak	class	prove	who	
whole	many	busy	water	half	Mr	
any	clothes	people	again	money	Mrs	

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women



New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Phonics programmes and reading schemes used at Perran-ar-Worthal School



Read Write Inc and Oxford Reading Tree Correlation Chart

Read Write Inc. 	Spelling patterns	PNS Framework for Literacy reference	ORT stages and titles with Group Activity Sheets for these objectives 	Book Colour Band Movement should be gradual
Ditties pages 1-12	CVC words including th, sh, ch	Foundation stage 5 Explore and experiment with sounds words and texts Hear and say sounds in words in the order in which they occur Blend CVC words and recognise common digraphs Link sounds to letters, naming and sounding letters of the alphabet	Stage 1: At School (Bk1 p14) The Lost Teddy (Bk1 p18) First Words: Who Is It? (Bk1 p26) Stage 1+ Patterned stories: Good Old Mum (Bk1 p38) Fancy Dress (Bk1 p42) The Pet Shop (Bk1 p46)	1 Pink
Ditties pages 13-42 Ditty books	CVC words including th, sh, ch Initial consonant blends sp, fl, sl, cr, dr Word endings -ss, -ll, -ck, -nk, -ve	Foundation stage: 5 Link sounds to letters, naming and sounding letters of the alphabet Explore and experiment with sounds, words and texts Hear and say sounds in words in the order in which they occur Blend CVC words and recognise common digraphs Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words	Stage 1+ First Phonics story books Stage 2 The Toys' Party (Bk1 p62) Stage 3 A Cat in the Tree (Bk1 p98) Stage 3 The Rope Swing (Bk1 p102) (-ng and -ing) Assessment Y1T2 (Bk2 p49)	2 Red
Stories Set 1 Green	Short vowels Consonants +th, sh, ch Double consonants ff ll Final consonants -ng, -ck, -nk -tch	Foundation stage: 5 Link sounds to letters, naming and sounding letters of the alphabet Explore and experiment with sounds words and texts Hear and say sounds in words in the order in which they occur Blend CVC words and recognise common digraphs Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words Y1: 5 Read automatically high frequency words Use phonics to read unknown or difficult words	Stage 2 First Phonics story books Stage 3 First Phonics story books Stage 3 The Rope Swing (Bk1 p102) (-ng and -ing)	3 Yellow
Stories Set 2 Purple	Short vowels Consonants + th, sh, ch Double consonants, tt, ll, ff, ss, zz Final consonants	Foundation stage: 5 Blend CVC words and recognise common digraphs Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer	Stage 3 A Cat in the Tree (Bk1 p98) Assessment Stage 4 Y1T2 (Bk2 p48) Stage 4 The Storm (Bk2 p32)	4 Blue

	-ck, -nk, -ng, Initial blends tr, st, bl, sp, sw, bl, fr, fl, cr, spl	and more complex words Year 1 5: Use phonics to read unknown or difficult words Recognise all common digraphs Read automatically high frequency words	Assessment Stage 4 Y1T2 (Bk2 p49, 51) Assessment stage 4 Y1 T2 (Bk2 p50) Stage 4 The Play (Bk2 p28)	
	Spelling patterns	PNS Framework for Literacy reference		Book Band
Ditties pages 45-54 Stories Set 3 Pink	Double consonants tt, ll, ff, mm, pp, Final consonants -ve, -ng, -nk, -ck, -tch long vowels: ay, ee, igh, ow, oo, ar, ow, oy root word with -ing, -ed, -s syllables	Year 1: 5 Recognise all common digraphs and trigraphs, including more complex long vowel phonemes Read automatically high frequency words Use syntax and context to self-correct when reading for accuracy and meaning Read longer words including two- and three-syllable words	Stage 4 The Storm (Bk2 p32) Stage 5 The Dragon Tree (Bk2 p62) Village in the Snow (Bk2 p74) Stage 5 Gran (Bk2 p66)	5 Green
Stories Set 4 Orange	Long vowels ay, ee, igh, ow, ue, oo, ar, ou, oy or, air, ir, root word with -ing, -ed, -s syllables	Year 2: 5 Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use syntax, context and word structure when reading for meaning Use knowledge of word structure to support reading, including polysyllabic words	Stage 6 In the Garden (Bk3 p16) Stage 6 Kipper and the Giant (Bk3 p20) Stage 6 Land of the Dinosaurs (Bk3 p28)	6 Orange
Stories Set 5 Yellow	Long vowel sounds ay, ee, igh, ow, oo compound words syllables	Year 2 5 Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use knowledge of word structure to support reading, including polysyllabic words	Stage 6 In the Garden (Bk3 p16) Stage 7 Lost in the Jungle (Bk3 p50) Stage 7 The Broken Roof (Bk3 p54)	7 Turquoise
Stories Set 6 Blue	Long vowel sounds ay, ee, igh, ow, ue air, or, ir, oy, ar, compound words syllables suffixes -ing, -ed, s for plurals	Year 2 5 Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use knowledge of word structure to support reading, including polysyllabic words Use syntax, context and word structure when reading for meaning	Stage 6 In the Garden (Bk3 p16) Stage 7 Red Planet (Bk3 p46) Stage 7 Lost in the Jungle (Bk3 p50) Stage 7 The Broken Roof (Bk3 p54)	8 Purple
Stories Set 7 Grey	ay, igh, oo, ow, ue, air, or, ir ear, ire, -ture, -ure, our, tion, tious, cious, able, ible syllables suffixes: ing, ed, s for plurals, ly, er, est, y,	Year 2 5 Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use knowledge of word structure to support reading, including polysyllabic words Use syntax, context and word structure when reading for meaning	Stage 9 The Quest (Bk3 p116) Stage 9 Survival Adventure (Bk3 p120) Stage 8 A Day in London (Bk3 p92) Stage 8 Viking Adventure (Bk3 p80) Stage 9 The Litter Queen (Bk3 p112) Stage 8 The Flying Carpet (Bk3 p88)	9 Gold

National Curriculum Level	Rigby Star Book Bands (school bands in brackets)	Reading Ages
Working towards Level 1	1.PINK	5.0 yrs To 6.0 yrs
Working towards Level 1	2.RED	
Working within Level 1 (1c)	3.YELLOW	
Working within Level 1 (1c-1b)	4.BLUE	
Working within Level 1 (1b)	5.GREEN	
Working towards Level 2 (1a)	6.ORANGE	6.5 – 7.0 yrs
Working towards Level 2 (1a-2c)	7.TURQUOISE (light blue)	7.0 – 7.5 yrs
Working within Level 2 (2c)	8.PURPLE	7.5 – 8.0 yrs
Working within Level 2 (2b)	9.GOLD	8.0 – 8.5 yrs
Working towards Level 3 (2a)	10.WHITE (brown)	8.5 – 9.0 yrs
Working within Level 3 (3c-3b)	11.LIME (Grey)	9.0 – 10.0 Yrs
Working towards Level 4 (3a-4c)	(Challenging)	10.0 – 11.0 Yrs
Working within Level 4 (4c-4b)	(Free Read)	11.0 – 12.0 yrs

* **The word count is different depending on the level / color-band.**

At each level, the amount of words/sentences is controlled so that children can read with ease and independently. So that children can gain confidence and fluency, we recommend the level of the books you choose *be a little easier* than the child's *actual reading level*.

