

# English Curriculum

| R                                  | Autumn 1 - 8                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |                                                                                                                         | Autumn 2 - 7                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                |                                                                                                                         | Spring 1 - 6                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                  |   | Spring 2 - 5                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                 | Summer 1 - 6                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                               | Summer 2 - 7                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                              |   |
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| Theme                              | Who am I?                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                      |                                                                                                                         | Wonderful world                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                |                                                                                                                         | Where do I belong                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                  |   | Food Yummy food                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                 | Come Outside                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                               | Out of this World                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |   |
|                                    | F                                                                                                                                                                                                                                                                                          | NF                                                                                                                                                                                                                                                                                                   | P                                                                                                                       | F                                                                                                                                                                                                                                                                                                                                                                                                               | NF                                                                                                                                                                                                                                                                                                                             | P                                                                                                                       | F                                                                                                                                                                                                                                                                                                                                                                                                                          | NF                                                                                                                                                                                                                                                                                                                                               | P | F                                                                                                                                                                                                                                                                                               | NF                                                                                                                                                                                                                                                                                          | P                                                                                                                                                               | F                                                                                                                                                                                                                                                                  | NF                                                                                                                                                                                                                                                                                                                                                 | P                                                                                                                                                             | F                                                                                                                                                                                                                                                                                                                                                                                                                        | NF                                                                                                                                                                                                                                                           | P |
| Text                               | The colour monsters<br><br>My two grannies (1 week at the end)                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                         | Rama and Sita<br><br>The Tiger who came to tea (theatre trip)                                                                                                                                                                                                                                                                                                                                                   | Through multicultural videos                                                                                                                                                                                                                                                                                                   | Shirley Hughes – Out and About                                                                                          | Lost and Found                                                                                                                                                                                                                                                                                                                                                                                                             | Animals and babies                                                                                                                                                                                                                                                                                                                               |   | Goldilocks and the 3 Bears                                                                                                                                                                                                                                                                      | Recipe for making Porridge?                                                                                                                                                                                                                                                                 | Cauliflowers fluffy                                                                                                                                             | Tad – Benji Davies                                                                                                                                                                                                                                                 | The Bug hotel                                                                                                                                                                                                                                                                                                                                      | Mad about Minibeasts                                                                                                                                          | Smeds and the Smoos                                                                                                                                                                                                                                                                                                                                                                                                      | Moon landing Neil Armstrong                                                                                                                                                                                                                                  |   |
| Purpose, form, audience and impact | <b>Labels</b><br>Purpose: To entertain<br><br>Form: initial sound work<br><br>Audience: Mrs Perry<br><br>Impact: to know the characters in the story<br><br><b>Captions</b><br>Purpose: To entertain<br><br>Form: initial sound work<br><br>Audience: year 1<br><br>Impact: to entertain . | <b>Cards</b><br>Purpose: To inform<br><br>Form: Drawing / initial sound work<br><br>Audience: the colour monster<br><br>Impact: to show compassion<br><br><b>Labels</b><br>Purpose: To explain<br><br>Form: initial sound work<br><br>Audience: nursery<br><br>Impact: to show awareness of feelings | <b>Recite Rhymes</b><br>Purpose: To entertain<br>Form: oral retell<br><br>Audience: peers<br><br>Impact: to know rhymes | <b>Oral retell x2</b><br>Purpose: To entertain<br>Form: oral retell<br><br>Audience: year 1 staff<br><br>Impact: to know a traditional tale from an other culture<br><br><b>Captions</b><br>Purpose: To entertain<br><br>Form: initial sounds /drawing<br><br>Audience: year 2 children<br><br>Impact: to explore characters<br><br><b>Labels</b><br>Purpose: To entertain<br><br>Form: initial sounds /drawing | <b>Recount</b><br>Purpose: To inform / explain<br>Form: Drawing / initial sound work<br><br>Audience: Mrs Perry<br><br>Impact: to explain how they have celebrated<br><br><b>Lists</b><br>Purpose: To inform / explain<br>Form: Drawing / initial sound work<br><br>Audience: Year 2<br><br>Impact: to list celebration events | <b>Recite Rhymes</b><br>Purpose: To entertain<br>Form: oral retell<br><br>Audience: peers<br><br>Impact: to know rhymes | <b>Lists</b><br>Purpose: to inform<br>Form: list CVC / additional sounds.<br><br>Audience: Mrs Perry<br><br>Impact: to write a list of items from a story<br><br><b>Oral retell – when the boy tells the penguin stories to the south pole</b><br>Purpose: to retell a story<br><br>Form: oral retell<br><br>Audience: Peers<br><br>Impact: to retell their favourite story<br><br><b>Character description on penguin</b> | <b>Captions – facts learnt about penguins</b><br>Purpose: to inform<br>Form: captions<br><br>Audience: Parents<br><br>Impact: to tell parents facts about penguins<br><br><b>Lists</b><br>Purpose: to explain<br><br>Form: list<br><br>Audience: Miss Jackson<br><br>Impact: to write a list of things you would need to take to the south pole. |   | <b>Drama retell</b><br>Purpose: To entertain<br><br>Form: drama retell<br><br>Audience: Y1?<br><br>Impact: to retell a traditional tale<br><br><b>Retell end of story</b><br>Purpose: To entertain<br><br>Form: sentence<br><br>Audience: Y2<br><br>Impact: to retell a traditional tale ending | <b>Instructions</b><br>Purpose: to inform<br>Form: instructions.<br><br>Audience: Parents<br><br>Impact: to write a recipe<br><br><b>Persuade parents to Make porridge</b><br>Purpose: to persuade<br><br>Form: letter.<br><br>Audience: Parents<br><br>Impact: to persuade parents to ____ | <b>Poetry</b><br>Purpose: To entertain<br>Form : Make word collections or use simple repeating patterns<br><br>Audience: Mrs Perry<br><br>Impact: to use rhymes | <b>Simple story about a Bug</b><br>Purpose: To entertain<br>Form: 3 Captions<br><br>Audience: Year 2<br><br>Impact: To tell a story<br><br><b>Drama retell</b><br>Purpose: To entertain<br>Form: drama retell<br><br>Audience: Y3<br><br>Impact: to retell a story | <b>Fact Page</b><br>Purpose: To explain<br>Form: 2 Captions<br><br>Audience: Nursery<br><br>Impact: To learn and write a fact about a bug<br><br><b>Instructions</b><br>Purpose: to inform<br>Form: instructions.<br><br>Audience: Mrs Perry<br><br>Impact: how to look after a bug<br><br><b>Recount</b><br>Purpose: to inform<br><br>Form: diary | <b>Poetry</b><br>Purpose: To entertain<br>Form : Use simple repeating patterns<br><br>Audience: Mrs Pinckney<br><br>Impact: to use repeating pattern language | <b>Character description</b><br>Purpose: to describe<br>Form: 2 short sentences.<br><br>Audience: Mrs Ford<br><br>Impact: knowledge of a character<br><br><b>Setting description</b><br>Purpose: to describe<br>Form: 2 short sentences.<br><br>Audience: Mrs Hunt<br><br>Impact: knowledge of a setting<br><br><b>Oral retell the whole story</b><br><b>Captions for beginning middle and end</b><br>Purpose: to retell | <b>Report</b><br>Purpose: to inform<br>Form: 2/3 short sentences .<br><br>Audience: Y1<br><br>Impact: to write a bout a real event<br><br><b>Labels</b><br>Purpose: to explain<br>Form: labels.<br><br>Audience: Y5<br><br>Impact: Knowledge of a space suit |   |

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|  |  |  |  | <p>Audience: year 2 children</p> <p>Impact: to explore characters</p> |  |  | <p>Purpose: to describe</p> <p>Form: wanted poster</p> <p>Audience: Mrs Perry</p> <p>Impact: to write a list of items from a story</p> |  |  |  |  |  |  | <p>Audience: Parents</p> <p>Impact: to recount a bug hunt</p> |  | <p>Form: 2 short sentences.</p> <p>Audience: Mrs Pinckney</p> <p>Impact: to retell a whole story</p> <p>Message<br/>Purpose: to write to a family member</p> <p>Form: 2 short sentences.</p> <p>Audience: Parents of smed or smoo</p> <p>Impact: to know how a character feels</p> |  |  |
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| Genre | <p>Invitations</p> <p>Greeting cards</p> <p>Labels</p> <p>Captions</p> | <p>Recount own experiences</p> <p>Retell patterned stories</p> <p>Lists</p> | <p>Letters in role</p> <p>Oral retelling/writing</p> <p>Traditional stories</p> <p>Changing characters/places/objects in traditional stories</p> <p>Character descriptions (wanted posters)</p> <p>Recipe</p> | <p>Non- fiction booklets (non-chronological)</p> <p>Passports</p> <p>Rewrite beginnings/ middle endings to familiar stories</p> <p>Postcards</p> <p>Performance poetry</p> | <p>Instructions</p> <p>Own stories based on familiar books</p> <p>Fact Files</p> <p>Letters</p> <p>Explanations</p> <p>Persuasive Menus</p> <p>performance poem - assembly</p> | <p>Descriptive settings/characters</p> <p>Adventure stories</p> <p>Persuasion</p> |
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