

Curriculum Plan

English

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



This document is intended to give you an overview of how English is taught at Frettenham Primary School. Within it, you will see subject plans for the following:

Power of Reading Overview	This element of the subject curriculum plan outlines the texts that have been chosen across each class and across our rolling plan. You will see – where appropriate – that these texts link to other areas of the curriculum to fully immerse the children in their English learning journey.
Writing	Through the Power of Reading, the children are exposed to a wide variety of texts and have an abundance of writing opportunities. This section of the document shows which writing genres are met within each text, and which we have chosen to be a focused task, encouraging the children to deepen their understanding and combine their different writing skills to create a full and extended piece of writing. By working in this way, the children write at length for a range of purposes, as well as being able to apply their learning to incidental pieces within other texts, other terms or other areas of the curriculum.
Reading	In EYFS and KS1, the children at Frettenham Primary School read phonics-focused books on a 1:1 and small-group basis. This helps the teacher to establish an understanding of the children's reading abilities and interests. In Class 1, reading is taught through daily phonic lessons, 1:1 reading and in small groups; whole class story time is planned for daily where pupils practise further comprehension and develop a love of reading. Once confident decoders, children from Year 2 onwards move to whole class reading, based on Ashley Booth's Reading Curriculum, supported by other resources. We use extracts to give the children a greater exposure to different text types, which in turn gives the children ideas for their own reading for pleasure. Where possible, whole texts are shared in class libraries or are available in the school library, should a child wish to explore a shared text further.
Key Stage 2 Spellings	Across Key Stage 2, Spellings are taught weekly using the Spelling Shed resource. Children focus on a given objective across a fortnight to fully embed their learning and ensure they understand the taught rule. The children participate in a range of tasks to cement their understanding, including cloze activities, online games, grammar-based activities, and sentence-based work.
Grammar	The teaching of Grammar at Frettenham Primary School takes place in a variety of ways: in discrete grammar lessons, through Spellings/Phonics and embedded within our English lessons. By following the long-term plan within this document, we ensure the children revisit a range of skills from across their schooling, as well as giving ample opportunities for new learning to take place. Teachers work to ensure there is a transfer of skills relating to grammar, so the children know that grammar underpins their writing and reading.
Assessment	The children are continuously assessed within lessons to ensure they are making progress. In addition to formative assessments, we undertake summative assessments each term. This takes the form of a standardised age-appropriate test for Reading, Grammar and Spelling, and a separate writing task which is mirrored across the Harnser schools and across year groups. Through regular staff meetings, professional discussion and moderation, we ensure writing is accurately assessed and identify any additional support needed, to interweave this into the wider teaching of English. Using Question, Level Analysis (QLA) of the summative assessments we do, staff get a better understanding of the children's strengths, as well as their areas of development. This allows us to target interventions to meet the children's needs and to ensure whole-class teaching addresses any misconceptions early on.

Please see the separate skills and progression documents and subject-specific curriculum plans for Phonics and Let's Think in English.

Power of Reading Overview

Class 1

Reception and Year 1

		Autumn		Spring	Spring/Summer*	Summer
Year A – 2025-2026	Book Title:	Astro Girl	The Jolly Postman (& The Jolly Christmas Postman)	Poems to Perform	The Snail and the Whale	Pattan's Pumpkin
	Genre:	Fiction – Contemporary Story	Fiction – Classic	Poetry Anthology	Fiction – Dilemma	Fiction – Traditional Tale
	Focused Writing Tasks:	List writing Letter of advice	Fairytale character fact file Fairytale journey story Advert for a product (DT link)	Various poetry opportunities Author fact file	Travel journal Information text Descriptive animal annotation	News report (recount) Diary Narrative retelling
	Wider Curriculum Links:	History, Design and Technology, Art	Geography, Maths, Design and Technology	Music	Geography, History	Geography, Science, Design and Technology
	Additional Writing Opportunities:	Start of Year: A Picture of Me	Christmas: Christmas Around the World (Non-Fiction)	Easter: Night Time Scene (Poetry)	Nebula Reading Project	End of Year: The Robot (Narrative)
Year B – 2026-2027	Book Title:	Hello Friend!	Beware of the Crocodile	The Everywhere Bear (and traditional tales and rhymes)	Handa's Surprise	Adventures of an Eggbox Dragon
	Genre:	Fiction – Contemporary Story	Non-Fiction – Information Text	Fiction – Contemporary Story	Fiction – Picture Book	Fiction – Dilemma
	Focused Writing Tasks:	Friendship poster Information card Informal letter/card to a friend	Descriptive annotations Scientific leaflet/poster	Rhyming poetry 'Lost' poster Narrative retelling	Animal fact file Diary Dilemma retelling and performing	Instruction writing Persuasive letter (formal)
	Wider Curriculum Links:	PSHE, Geography	Science	PSHE, Geography, Art	Geography, Design and Technology	Design and Technology, History
	Additional Writing Opportunities:	Start of Year: A Picture of Me	Christmas: A Letter to Santa (Non-Fiction)	Easter: The Bottle (Narrative)	Nebula Reading Project	End of Year: The Bathers of Asnieres (Poetry)

* Flexibility based on length of half term and Nebula Reading Project

Class 2

Years 2, 3 and 4

		Autumn		Spring	Spring/Summer*	Summer
Year A – 2025-2026	Book Title:	Wolves	The Secret of Black Rock	Claude in the City	Colossal Words for Kids	Krindlekrax
	Genre:	Non-Fiction – Information	Fiction – Adventure	Fiction – Contemporary	Poetry Anthology	Fiction - Mystery
	Focused Writing Tasks:	Non-fiction flier, business card, menu Alternative Ending Poetry Non-chron report	Film narrative (3) Interview (6) Diary (13) Explanation (17) Book review (24)	Postcard/letter (4/5) Persuasive guidebook (6/7) Newspaper (10-12) New adventure (16+)	Various poetry opportunities	Informal letter – 6 Interview – 8 Diary – 11 Non-chronological – 15 Retelling – 18
	Wider Curriculum Links:	Science	Geography	Geography, Art and Design, Design Technology		
Year B – 2026-2027	Book Title:	The Lost Homework	The Magic Finger	Oliver and the Seawigs	A Nest Full of Stars	The Great Kapok Tree
	Genre:	Fiction – Contemporary	Fiction – Modern Classic	Fiction – Adventure	Poetry Anthology	Fiction – Dilemma
	Focused Writing Tasks:	Explanation (7) Instructional (10) Information Text (19) Story Retelling (28) Book Review (30)	Persuasive letter to the Greggs (Formal) (3) Diary entry (7) Interview (10) Narrative sequel to the story (14)	Recount note (3) Instructions (12) Poetry (18) Narrative (28)	Various poetry opportunities	Discussion/Argument writing (9) Playscript (12) Extension of a narrative (13)
	Wider Curriculum Links:	PSHE Geography		Geography		Geography

Class 2 continued...

Years 2, 3 and 4

		Autumn		Spring	Spring/Summer*	Summer
Year C – 2027-2028	Book Title:	Gregory Cool	Fantastically Great Women Who Changed the World	Arthur and the Golden Rope	Hot Like Fire	The Pebble in my Pocket
	Genre:	Fiction – Contemporary	Non-Fiction – Biographies	Fiction – Historic	Poetry Anthology	Non-Fiction – Explanation
	Focused Writing Tasks:	Information Writing (7) Personal Narrative (19) Narrative (25)	Playscripts (11) Newspaper writing (15) Biography (Part 2) Persuasive Speech (2-6)	Advert (4) Newspaper article (10) Formal letter (15) Historical Adventure narrative (18) Diary (21) Comic Adventure (24)	Various poetry opportunities	Explanation text (8) Recount (10) Information (15) Historic narrative (19)
	Wider Curriculum Links:	Geography	Science	History, Design Technology	Geography	Geography, Science

* Flexibility based on length of half term and Nebula Reading Project

Cycle A	Additional Writing Opportunities:	Start of Year: What I <i>didn't</i> do this summer	Christmas: A Letter to Santa (Non-Fiction)	Easter: The Bottle (Narrative)	Nebula Reading Project	End of Year: The Bathers of Asnieres (Poetry)
Cycle B	Additional Writing Opportunities:	Start of Year: What I <i>didn't</i> do this summer	Christmas: Christmas Around the World (Non-Fiction)	Easter: Night Time Scene (Poetry)	Nebula Reading Project	End of Year: The Robot (Narrative)

Class 3

Years 5 and 6

		Autumn		Spring	Spring/Summer*	Summer
Year A – 2025-2026	Book Title:	Rose Blanche	The Journey	Adventures of Odysseus	Talking Turkeys	Twitch
	Genre:	Fiction – Historic	Fiction – Modern Dilemma	Fiction – Myths	Poetry Anthology	Fiction – Mystery
	Focused Writing Tasks:	Informal letter (3) Diary writing (10) Historical Narrative	Persuasive letter (13) Research and present (26) Multi-modal text (24)	Information poster (2) Descriptive Writing (10) Newspaper report (16) Narrative writing (18)	Various poetry opportunities	Balanced argument (6) Information text (7) Explanation (18) Mystery Story (28+)
	Wider Curriculum Links:	History, Geography, Design Technology, PSHE	PSHE	History		Geography
	Additional Writing Opportunities:	Start of Year: What I <i>didn't</i> do this summer	Christmas: A Letter to Santa (Non-Fiction)	Easter: The Bottle (Narrative)	Nebula Reading Project	End of Year: The Bathers of Asnieres (Poetry)
Year B – 2026-2027	Book Title:	Street Child	Varmints	A Boy and a Bear and a Boat	Rhythm and Poetry	Floodland
	Genre:	Fiction – Historic	Fiction – Fantasy/Dilemma	Fiction – Adventure	Poetry Anthology	Fiction - Fantasy
	Focused Writing Tasks:	Information text (3) Free verse poem (12) Non-chronological report Explanation	Interview (7) News report (8) Debate/discussion (14) Narrative (18) Persuasive writing (22)	Comic strip (5) Mystery chapter (8) News report narrative (10) Alternative ending (19)	Various poetry opportunities	Informal letter (8) Information text Fantasy narrative (18)
	Wider Curriculum Links:	History	PSHE	PSHE		History, Geography
	Additional Writing Opportunities:	Start of Year: What I <i>didn't</i> do this summer	Christmas: A Letter to Santa (Non-Fiction)	Easter: The Bottle (Narrative)	Nebula Reading Project	End of Year: The Bathers of Asnieres (Poetry)

* Flexibility based on length of half term and Nebula Reading Project

Writing Genres – Whole-School Coverage

	Class 1	Class 2	Class 3
Narrative	Adventure Contemporary Fiction Dilemma Story Myths Fairy Tales Traditional Tales Character Description Setting Description	Adventure Mystery Historical Fiction Contemporary Fiction Dialogue Playscripts Myths Legends Comic Strips Character Description Setting Description	Mystery Fantasy Historical Fiction Contemporary Fiction Dilemma Story Dialogue Myths Legends Comic Strips Character Description Setting Description

Writing Genres – Whole-School Coverage Continued...

	Class 1	Class 2	Class 3
Non-Fiction	Explanation Instruction Persuasion Non-Chronological Recount Information Diary Journalistic Formal Letter Informal Letter Note-Taking	Discussion Explanation Instruction Persuasion Non-Chronological Information Diary Biography Journalistic Formal Letter Informal Letter Note-Taking Interview Book Review Science Experiment	Discussion Explanation Persuasion Non-Chronological Recount Information Diary Journalistic Informal Letter Note-Taking Interview Science Experiment

Writing Genres – Whole-School Coverage Continued...

	Class 1	Class 2	Class 3
Poetry	Free-verse List Rhyming/couplets Onomatopoeia Syllabification Rhythm Repetition	Free-verse List Shape Rhyming/couplets Alliteration Onomatopoeia Assonance Rhythm Personification Repetition Similes Metaphors	Free-verse List Limerick Rhyming/couplets Alliteration Onomatopoeia Assonance Syllabification Rhythm Figurative Personification Repetition Similes Metaphors

Spelling Overview

EYFS and Key Stage 1

Spellings will be assigned according to our Nebula Synthetic and Systematic Phonics Programme. This can be found in the specific Phonics SSP documentation.

Key Stage 2

The spelling lists below correlate to the rules set out in the Spelling Shed resource. It is at the discretion of the class teacher to decide on the order of teaching.

Year 3 (Spelling Shed Stage 3)	Year 4 (Spelling Shed Stage 4)	Year 5 (Spelling Shed Stage 5)	Year 6 (Spelling Shed Stage 6)
Words where 'ou' makes an /ow/ sound Words where 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Words with the 'ai' digraph Words with the 'ei' digraph Words where 'ey' makes an /ai/ sound Adding the suffix '-ly' Words that are homophones Challenge Words Words ending in 'al' Words ending in 'le' Adding '-ly' when the root word ends in '-le' Adding '-ally' when the root word ends in '-ic' Adding '-ly' when the words do not follow the spelling patterns Words ending in '-er' when the root word ends in 'ch' Words where 'ch' makes a /k/ sound Words where 'que' makes a /k/ sound Words where 'sc' makes a /s/ sound Words that are homophones Words that end in 'sion' Challenge Words Revision of spelling patterns learned in Stage 3	Words that are homophones Words with the prefix 'in-' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' Words with the prefix 'inter-' Words ending in '-ation' Words ending in '-ation' Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' where the ge from the root word remains Words where 'i' makes an /ee/ sound Words ending in '-ious' and 'eous' Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' Words containing an apostrophe for possession Challenge Words Revision of spelling patterns learned in Stage 4	Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in /shul/ spelled, '-cial' Words ending in /shul/ spelled '-tial' Words ending in /shul/ spelled '-cial' and '-tial' Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words ending in '-fer' Words with 'silent' first letters Words with 'silent' letters Words spelled with 'ie' after c Words where 'ei' makes an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Words that are homophones or near homophones Words that are homophones Words with hyphens Challenge Words Revision of spelling patterns learned in Stage 5	Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' Challenge Words Words with 'cial' /shul/ after a vowel Words with 'tial' Challenge Words Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Challenge Words Words with the /f/ sound spelled 'ph' Challenge Words Words with the suffix '-ably' Words with the suffix '-ible' Challenge Words Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Challenge Words Words ending in '-er', '-or' and '-ar' Challenge Words Words beginning with 'acc-' Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' Challenge Words Words with origins in other countries and languages Grammar Vocabulary 1 Grammar Vocabulary 2 Adding the prefix 'over-' Words with the suffix '-ful' Adjectives used to describe settings, feelings and characters Words that can be nouns and verbs Words with unstressed vowel sounds Adverbs synonymous with determination Mathematical Vocabulary

Grammar Overview

Class 1 Reception and Year 1	Class 2 Year 2, Year 3 and Year 4	Class 3 Year 5 and Year 6
Year 1	Revision Year 2 Year 3 Year 4	Revision Year 5 Year 6
Autumn Finger spaces Punctuating sentences using full stops Capital letters (people's names and the pronoun I) Conjunctions (and) Question marks and exclamation marks Spring Nouns, verbs, adjectives Singular and plurals (plural noun suffixes) Suffixes (adding -ing, -ed, -er to verbs) Prefixes (un- changing the meaning of verbs and adjectives) Summer Sequencing sentences Clauses Consolidation	Autumn Nouns (types) Adjectives Verbs (tenses) Adverbs and adverbs of time Capital letters and full stops Question marks and exclamation marks Statement, question, exclamation, command Conjunctions – co-ordinating and subordinating Spring Commas in a list and after fronted adverbials Apostrophes for omission and possession (inc plurals) Clauses and phrases Noun phrases Subject, object, verb Main and Subordinate clauses Introduction to paragraphs Summer Articles/Determiners Inverted commas for direct speech and comma to separate the speech Prepositions Paragraphs Pronouns (Inc. possessive) Determiners Parenthesis – brackets Adverbial phrases Consolidation	Autumn Basic punctuation Statement, question, exclamation, command Word classes (Nouns, adjectives, verbs, adverbs, determiners, pronouns) Modal verbs Antonyms and synonyms Progressive, perfect tenses Commas in a list and after fronted adverbials Clauses and phrases Main and subordinate clauses and and commas to separate them Apostrophes for omission and possession (inc plural) Spring Subject and object Active and Passive sentences Parenthesis – brackets, dashes, double commas Conjunctions and prepositions Noun phrases, adverbial phrases and Prepositional phrases Inverted commas for direct speech and comma to separate the speech Relative pronouns, clauses and embedded relative clauses Summer Standard English, formal and informal Semi-colons between two main clauses and in a list Colons to separate clauses and to introduce a list Ellipsis, hyphen, bullet points Subjunctive Consolidation
Standard English throughout		