

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	Our youngest children at Hainford Primary School read in small groups or 1:1 in our reading lessons. 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 – 2024-2025	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)
Year B – 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)

Class 2

Year 2 and Year 3

		Autumn		Spring	Spring/Summer*	Summer
Year A – 2024-2025	Book Title:	Halibut Jackson	The Storm Whale	Claude in the City	The Dragon with a Big Nose	Escape to Pompeii
	Genre:	Fiction – Picture Book	Fiction – Dilemma	Fiction – Contemporary	Poetry Anthology	Fiction – Historical
	Focused Writing Tasks:	Formal letter (5) Diary (9) Persuasive advert (13)	Instructions (4) Information Film (8) Story retelling (15)	Postcard/letter (4/5) Persuasive guidebook (6/7) Newspaper (10-12) New adventure (16+)	Poetry – Various	Letter of advice (6) Setting description (9) Newspaper article (14)
	Wider Curriculum Links:	PSHE	Geography, Art and Design	Geography, Art and Design, Design Technology	Geography, History	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 – 2025-2026	Book Title:	The Last Wolf	Winter Sleep: A Hibernation Story	Anna Hibiscus	The Sun is Laughing	Monster Slayer
	Genre:	Fiction – Fairy Tale	Fiction – Picture Book	Fiction – Contemporary	Poetry Anthology	Fiction – Historic
	Focused Writing Tasks:	Playscript (7) Information Text (17) Persuasive Speech (20) Letter Writing (28)	Informal letter (5) Explanation text (8) Instructions (19) Narrative (22)	Character description (3) Information/Non-Chron (8) Postcard (15) Book review (20)	Poetry – Various	Writing in role (5) Kennings (6) Journal (13) Performance, retelling or epitaph (20)
	Wider Curriculum Links:		Science	Geography	Science, Geography	History
	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

Year 4, Year 5 and Year 6

		Autumn		Spring	Spring/Summer*	Summer
Year A – 2025-26	Book Title:	The Lion and the Unicorn	Into the Forest	Shackleton's Journey	Dark Sky Park	Tales Told in Tents
		Rose Blanche	The Sleeper and the Spindle			One Thousand and One Arabian Nights
	Genre:	Fiction – Historic	Fiction – Contemporary Fairy Tale	Non-Fiction – Recount	Poetry Anthology	Fiction – Folk Tales
	Focused Writing Tasks:	Informal letter (3) Diary writing (RB 10) Historical Narrative	List poem (2) Scripts (7 and 14) Narrative (10)	Fact-file (4) CV (8) Motivational Speech (14) Newspaper reports (19)	Poetry – Various Letter to Author	Letter writing (5) Debate/discussion (7) Traditional narrative (10)
			Free-verse poem Character and setting description Alternative narrative			
	Wider Curriculum Links:	History, Geography, Design Technology, PSHE	N/A	Geography	Geography	History
Year B	Book Title:	The Dam	Arthur and the Golden Rope	Cosmic	Cosmic Disco	The Boy at the Back of the Class
						The Journey
	Genre:	Fiction – Recount of True Event	Fiction – Historic	Fiction – Adventure	Poetry Anthology	Fiction – Modern Dilemma
	Focused Writing Tasks:	Information text (3) Free verse poem (12) Non-chronological report Explanation	Advert (4) Newspaper article (10) Formal letter (15) Historical Adventure narrative (18) Diary (21) Comic Adventure (24)	Character profile (2) Informal letter (4) Information text (8) Persuasive note (10) Newspaper (15)	Poetry – Various	Persuasive poster (6) Formal letter (20) News report – film (25) Recount (30)
						Persuasive letter (13) Research and present (26) Multi-modal text (24)
	Wider Curriculum Links:	Geography	History, Design Technology	Science, Geography, PSHE	Science, Music	PSHE

Class 3 continued...

Year 4, Year 5 and Year 6

		Autumn		Spring	Spring/Summer*	Summer
Year C	Book Title:	Tales of Wisdom and Wonder	Varmints	Street Child	A Kid in My Class	One Plastic Bag
		London Eye Mystery				Varmints
	Genre:	Fiction – Historic Fiction - Mystery	Fiction - Dilemma	Fiction – Historic	Poetry Anthology	Non-Fiction – Ecology Fiction – Fantasy
	Focused Writing Tasks:	The White Rat The Pedlar of Swaffham Monkey and Papa God	Interview (7) News report (8) Debate/discussion (14) Narrative (18) Persuasive writing (22)	Information text (3) Free verse poem (12) Non-chronological report Explanation	Poetry – Various	
		Persuasive poster (6) Formal letter (20) Recount (30) Narrative retelling				
	Wider Curriculum Links:	History, Geography	PSHE	History, PSHE, Art and Design		

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)

Writing Genres Covered

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

Writing Genres Covered Continued...

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

Writing Genres Covered Continued...

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

Grammar Overview

Class 1	Class 2	Class 3 (Y4)	Class 3 (Y5/6)
Year 1	Revision Year 2 Year 3	Revision 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 Capital letters and full stops Question marks and exclamation marks Statement, question, exclamation, command Conjunctions – co-ordinating and subordinating Spring Commas in a list Apostrophes for omission and possession Clauses and phrases Noun phrases Subject, object, verb Main and Subordinate clauses Introduction to paragraphs Summer Articles/Determiners Inverted commas for direct speech Prepositions Consolidation	Autumn Nouns Adjectives Verbs (tenses) Adverbs and adverbs of time Subject, object, verb Question marks and exclamation marks Statement, question, exclamation, command Clauses and phrases Conjunctions Main and subordinate clauses Spring Paragraphs Noun phrases Adverbial phrases Commas in a list and after fronted adverbials Prepositions Apostrophes for omission and possession (plural) Summer Inverted commas for direct speech and comma to separate the speech Pronouns (Inc. possessive) Determiners Parenthesis – brackets 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			