

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



ST FAITHS'
PRIMARY SCHOOL



This document is intended to give you an overview of how English is taught at St Faiths' 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	We start the year at St Faiths' Primary School with small groups reading a whole text 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 Frame 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, basic sentence structure and Look, Say, Cover, Write, Check.
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 Harnsey 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

Elm Class

Reception and Year 1

Year A	Autumn	Spring	Summer
Book Title:	Hello Friend!	The Everywhere Bear (and traditional tales)	Adventures of an Eggbox Dragon
Genre:	Fiction – Contemporary Story	Fiction – Contemporary Story	Fiction – Dilemma
Wider Curriculum Links:	PSHE, Geography	PSHE, Geography, Art	Design and Technology, History
Book Title:	Beware of the Crocodile	Handa's Surprise	We're Going on a Bear Hunt
Genre:	Non-Fiction – Information Text	Fiction – Picture Book	Fiction – Classic
Wider Curriculum Links:	Science	Geography, Design and Technology	Music

Year B 2023 – 2024	Autumn	Spring	Summer
Book Title:	Astro Girl	Poems to Perform	The Secret Sky Garden
Genre:	Fiction – Contemporary Story	Poetry Anthology	Fiction – Contemporary Story
Wider Curriculum Links:	History, Design and Technology, Art	Music	Art, History, PSHE, Science
Book Title:	The Jolly Postman (& The Jolly Christmas Postman)	The Snail and the Whale	Pattan's Pumpkin
Genre:	Fiction – Classic	Fiction – Dilemma	Fiction – Traditional Tale
Wider Curriculum Links:	Geography, Maths, Design and Technology	Geography, History	Geography, Science, Design and Technology

Chestnut Class

Year 2 and Year 3

Year A	Autumn	Spring	Summer
Book Title:	The Puffin Book of First Poems	One Plastic Bag	Leon and the Place Between
Genre:	Poetry - Anthology	Non-Fiction – Information Text	Fiction – Fantasy
Wider Curriculum Links:	N/A	Science, PSHE, Geography	N/A
Book Title:	Olga da Polga	Tales of Wisdom and Wonder	Monster Slayer
Genre:	Fiction – Classic	Fiction – Folk Tales	Fiction – Historic
Wider Curriculum Links:	Science	History, Art	History

Year B 2023 – 2024	Autumn	Spring	Summer
Book Title:	The Secret of Black Rock	Jelly Boots, Smelly Boots	The Iron Man
Genre:	Fiction – Adventure	Poetry - Anthology	Fiction – Contemporary Classic
Wider Curriculum Links:	Science, Geography, History, Design and Technology	N/A	Science, PSHE
Book Title:	The King Who Banned the Dark	Arthur and the Golden Rope	Escape from Pompeii
Genre:	Fiction – Picture Book	Fiction – Adventure	Fiction – Historic
Wider Curriculum Links:	PSHE	History, Design and Technology, Art	History, Geography, Science, Design and Technology

Oak Class

Year 4 and Year 5

Year A	Autumn	Spring	Summer
Book Title:	The Lion and the Unicorn	The Dam	The Miraculous Journey of Edward Tulane
Genre:	Fiction – Historic	Fiction – based on a true story	Fiction – Adventure
Wider Curriculum Links:	History	Geography	Geography
Book Title:	The Boy at the Back of the Class	Varjak Paw	Charlotte's Web
Genre:	Fiction – Dilemma	Fiction – Fantasy	Fiction – Classic
Wider Curriculum Links:	PSHE	N/A	Geography

Year B 2023 – 2024	Autumn	Spring	Summer
Book Title:	Pugs of the Frozen North	How the Stars Came to Be	Varmints
Genre:	Fiction – Adventure	Fiction – Folk	Fiction – Dilemma
Wider Curriculum Links:	N/A	History, PSHE	Geography, Design Technology, PSHE
Book Title:	Treason	Cosmic Disco	A Boy and a Bear and a Boat
Genre:	Fiction – Historic	Poetry Anthology	Fiction – Adventure
Wider Curriculum Links:	History, Art and Design, Design Technology	N/A	Geography, PSHE

Willow Class

Year 6

Year A	Autumn	Spring	Summer	
Book Title:	Shackleton's Journey	Floodland	Rain Player	
Genre:	Non-Fiction – Recount	Fiction – Fantasy	Fiction – Historic/Folk	
Wider Curriculum Links:	Geography, History, RE, PSHE, Maths, Art and Design, Design Technology	Geography, Design and Technology	History, Geography, Art and Design, Design Technology	
Book Title:	Survivors	Love That Dog	London Eye Mystery	My Big Mouth
Genre:	Non-Fiction – Recount	Poetry – Narrative	Fiction – Mystery	Fiction – Dilemma
Wider Curriculum Links:	Geography	PSHE	N/A	N/A

Writing Genres

Elm Class – Reception and Year 1

A	B	Fiction	A	B	Non-Fiction	A	B	Poetry	Year A	Year B
		Adventure	C		Discussion		C	Free-verse	<p>Hello Friend Beware of the Crocodile</p> <p>The Everywhere Bear (and traditional tales) Handa's Surprise</p> <p>Adventures of an Eggbox Dragon We're Going on a Bear Hunt</p>	<p>Astro Girl The Jolly Postman (& The Christmas Postman)</p> <p>Poems to Perform The Snail and the Whale</p> <p>The Secret Sky Garden Pattan's Pumpkin</p>
		Mystery		C	Explanation			List		
		Science Fiction	C		Instructional			Shape		
		Fantasy			Persuasion			Cinquain		
		Historical Fiction			Non-chronological			Acrostic		
C		Contemporary Fiction			Recount			Limerick		
		Dilemma Story		C	Information			Kennings		
		Dialogue		C	Diary			Haiku		
C		Non-fiction narrative			Biography/autobiog.	C		Rhyming/couplets		
					Science Experiment			Figurative		
		Myths			Journalistic			Personification		
		Legends			Formal Letter			Repetition		
	C	Fairy Tales		C	Informal Letter			Similes		
		Fables			Advertisements			Metaphors		
		Traditional Tales			Note-taking			Nonet		
		Comic Strips								

Year A			Year B		
Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Friendship poster Friendship information card</p> <p>Descriptive annotations Informative/scientific leaflet or poster Firework poems</p>	<p>Poetry – rhyming “Lost” poster</p> <p>Animal Fact file Diary Dilemma retelling</p>	<p>Instruction writing Persuasive Letter (formal)</p> <p>Letter in role – Bear is friendly/fierce New version – story or poem</p>	<p>List writing Letter of advice</p> <p>Fairy tale character fact file Fairy tale journey story Advert for product – DT link</p>	<p>Various poetry pieces Author Fact File</p> <p>Travel journal Information text – food chains or other</p>	<p>Descriptive annotations Informative/scientific leaflet or poster</p> <p>News report - recount Dairy – writing in role</p>

Purple = more than once

Pink = covered elsewhere in the wider curriculum

Chestnut Class – Year 2 and Year 3

A	B	Fiction	A	B	Non-Fiction	A	B	Poetry	Year A	Year B
		Adventure			Discussion	C	C	Free-verse	Rapunzel Olga da Polga	The Secret of Black Rock
								List		The King who Banned the Dark
	C	Mystery	C		Explanation			Shape	Tales of Wisdom and Wonder	Arthur and the Golden Rope
	C	Science Fiction			Instructional			Cinquain	The Dragon with a Big Nose	Jelly Boots, Smelly Boots
C		Fantasy			Persuasion			Acrostic	Leon and the Place Between Monster Slayer	The Iron Man I was a Rat
	C	Historical Fiction			Non-chronological			Limerick		
C		Contemporary Fiction			Recount			kennings		
	C	Dilemma Story			Information			Haiku		
		Dialogue			Diary			Rhyming/couplets		
		Playscripts			Biography/autobiog.			Figurative		
		Film narratives			Science Experiment			Personification		
		Myths			Journalistic			Repetition		
C		Legends			Formal Letter			Similes		
C		Fairy Tales			Informal Letter			Metaphors		
		Fables			Advertisements			Nonet		
C	C	Traditional Tales			Note-taking					
		Comic Strips			Interview					
		Setting Description								
		Character Description								

Year A			Year B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Character description (4) Diary (12) Explanation text (14) Wanted Poster (19) Fairy tale retelling (23) Fact file (3) Explanation/ Instruction (9) Fable (12-14) Letter to Santa (28) Adventure story (29+)	Traditional retelling (5) Newspaper report (10) Traditional Tale Narrative Various – poetry	Act Description (7) Persuasive Advert (9) Recount (11) Parallel Fiction (16) Setting description (Thu1) Informal Letter (added) Write a myth	Film narrative (3) Interview (6) Diary (13) Explanation (17) Book review (24) 2-stanza poem (12) Formal letter (13) Argument (17) Dilemma story (21)	Advert (4) Newspaper article (10) Formal letter (15) Historical Adventure narrative (18) Diary (21) Comic Adventure (24) Various – poetry	Diary entry (6) Letter writing (8) List poem (11) Interview (15) Discussion Comparison (19) Letter of advice (6) Setting description (8) Newspaper article (15)

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Oak Class – Year 4 and Year 5

A	B	Fiction	A	B	Non-Fiction	A	B	Poetry	Year A	Year B
C	C	Adventure	C		Discussion			Free-verse	The Lion and the Unicorn The Boy at the Back of the Class The Dam Varjak Paw The Miraculous Journey of Edward Tulane Charlotte's Web	Pugs of the Frozen North Treasure How the Stars Came to Be Cosmic Disco Varmints A Boy and a Bear and a Boat
	C				Explanation			List		
		Science Fiction			Instructional			Shape		
C		Fantasy			Persuasion			Cinquain		
C										
C	C	Historical Fiction			Non-chronological			Acrostic		
C		Contemporary Fiction			Recount			Limerick		
C		Dilemma Story			Information			kennings		
		Dialogue			Diary			Haiku		
		Playscripts			Biography/autobiog.			Rhyming/couplets		
		Film narratives			Science Experiment			Figurative		
		Myths			Journalistic			Personification		
		Legends			Formal Letter			Repetition		
		Fairy Tales			Informal Letter			Similes		
	C	Fables			Advertisements			Metaphors		
	C	Traditional Tales			Note-taking			Nonet		
		Comic Strips			Interview					

Year A			Year B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Informal letter (3) Historical Narrative Persuasive poster (6) Formal letter (20) News report (25) Recount (30)	Information text (3) Free verse poem (12) Non-chronological report Explanation** Diary (6) Narrative retelling (17) Persuasive writing (24) Explanation (26)	Diary (3) Informal letters (10) Instruction (12) Autobiography (17) Next chapter (19) Narrative retelling (5) Non-chronological report (8) Newspaper report (13) Narrative description (17) Letter writing (20)	Diary (4) Note of advice (15) Adventure story (21) Newspaper article (27) Poetry (6) Persuasive speech (10) Argument (18) Rewrite story (22)	Playscript (2) Folk story (10) Information text (14) Ideation narrative (28) Poetry – various	Information poster (1) Written debate (10) Letter to MP (12) Second chapter (14+) Comic strip (5) Mystery chapter (8) News report narrative (10) Alternative ending (19)

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Willow Class – Year 6

	Fiction		Non-Fiction		Poetry	2023 – 2024	2023 – 2024	2024 – 2025
	Adventure		Discussion	C	Free-verse	London Eye Mystery (5/6) The Viewer (Y5/6) Nebula Reading Week <i>Imagine a Story</i> Floodland Love that Dog Shackleton's Journey Harry Potter/ Incidentals	Shackleton's Journey Survivors Nebula Reading Week <i>Imagine a Story</i> Floodland Love that Dog Rain Player My Big Mouth	Shackleton's Journey Survivors Nebula Reading Week <i>Imagine a Story</i> Floodland Love That Dog Rain Player London Eye Mystery
C	Mystery		Explanation		List			
	Science Fiction		Instructional		Shape			
C	Fantasy		Persuasion		Cinquain			
C	Historical Fiction		Non-chronological		Acrostic			
C	Contemporary Fiction	C	Recount		Limerick			
	Dilemma Story		Information		kennings			
		C						
	Dialogue		Diary		Haiku			
	Playscripts		Biography/autobiog.		Rhyming/couplets			
	Film narratives		Science Experiment		Figurative			
	Myths		Journalistic		Personification			
	Legends		Formal Letter		Repetition			
	Fairy Tales		Informal Letter		Similes			
	Fables		Advertisements		Metaphors			
	Traditional Tales		Note-taking		Nonet			
	Comic Strips		Interview					
	Character Description		Book Review					
	Setting Description							

Shackleton's Journey	Floodland	London Eye Mystery	Love That Dog	Survivors	Rain Player
Factfile (4) CV (8) Motivational Speech (14) Newspaper reports (19)	Informal letter (8) Information text Fantasy narrative (18)	Factfile (2) Police report (9) Nonet (19) Persuasive advert (21) Mystery narrative (29) My Big Mouth Character description – 5 Talent show advert – 8 Persuasive letter – 10 Informal Letter – 16 Playscript – 18 Opening Chapter – 25 Extended Writing – 29	Book review (11) Various poetry	<u>Week 1</u> Recount retelling Safety pamphlet (Explanation) <u>Week 3</u> Playscript conversation Information text	Instructions Setting Description Diary Ending Prediction Newspaper Article

Spellings 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

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> Spelling Rule 1 - Adding suffixes beginning with vowel letters to words of more than one syllable Spelling Rule 2 - The /ɪ/ sound spelt y elsewhere than at the end of words (e.g. gym, myth... etc.) Spelling Rule 3 - The /ʌ/ sound spelt ou (e.g. couple, touch... etc.) Spelling Rule 4, 5 and 6 - More prefixes 	<ul style="list-style-type: none"> Spelling Rule 11 and 12 - The suffix –ous Spelling Rule 13 and 14 - Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Spelling Rule 15 - Words with the /k/ sound spelt ch (Greek in origin) (e.g. echo, chemist... etc.) Spelling Rule 16 - Words with the /ʃ/ sound spelt ch (mostly French in origin) (e.g. chalet, chef... etc.) 	<ul style="list-style-type: none"> Spelling Rule 37 - Endings which sound like /ʃəs/ spelt –cious or –tious Spelling Rule 38 - Endings which sound like /ʃəl/ (e.g. social, crucial... etc.) Spelling Rule 39 and 40 - Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Spelling Rule 41 and 42 - Words ending in –able and –ible Words ending in –ably and –ibly 	<ul style="list-style-type: none"> Y5 Autumn and Spring (1 each week)
Spring	<ul style="list-style-type: none"> Spelling Rule 7 - The suffix –ation Spelling Rule 8 - The suffix –ly Spelling Rule 9 - Words with endings sounding like /ʒə/ or /tʃə/ (e.g. adventure, creature... etc.) Spelling Rule 10 - Endings which sound like /ʒən/ (e.g. erosion, pension... etc.) Spelling Rule 21 and 22 - Homophones and near-homophones 	<ul style="list-style-type: none"> Spelling Rule 17 - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) (e.g. rogue, unique... etc.) Spelling Rule 18 - Words with the /s/ sound spelt sc (Latin in origin) (e.g. science, ascent... etc.) Spelling Rule 19 - Words with the /eɪ/ sound spelt ei, eigh, or ey (e.g. eight, they... etc.) Spelling Rule 20 - Possessive apostrophe with plural words Spelling Rule 23 and 24 - Homophones and near-homophones 	<ul style="list-style-type: none"> Spelling Rule 43 - Adding suffixes beginning with vowel letters to words ending in –fer Spelling Rule 44 - Use of the hyphen Spelling Rule 45 - Words with the /i:/ sound spelt ei after c Spelling Rule 46 - Words containing the letter-string ough Spelling Rule 47 - Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 	<ul style="list-style-type: none"> Homophones (Spring 1) Year 5/6 words (Spring 2)
Summer	<ul style="list-style-type: none"> Spelling Rule 25 - Word list – years 3 and 4 - a to bi- Spelling Rule 26 - Word list – years 3 and 4 - br- to ce- Spelling Rule 27 - Word list – years 3 and 4 - ci- to ea- Spelling Rule 28 - Word list – years 3 and 4 - ei- to fe- Spelling Rule 29 - Word list – years 3 and 4 - fo- to h Consolidation 	<ul style="list-style-type: none"> Spelling Rule 30 - Word list – years 3 and 4 - i to ma- Spelling Rule 31 - Word list – years 3 and 4 - me- to op- Spelling Rule 32 - Word list – years 3 and 4 - or- to pre- Spelling Rule 33 - Word list – years 3 and 4 - pro- to sen- Spelling Rule 34 - Word list – years 3 and 4 - sep- to su- Spelling Rule 35 - Word list – years 3 and 4 - t to w Spelling Rule 36 - Random selection of 12 words taken from Years 3 and 4 word list Consolidation 	<ul style="list-style-type: none"> Spelling Rule 48 - Homophones and other words that are often confused (1 of 5) Spelling Rule 49 - Homophones and other words that are often confused (2 of 5) Spelling Rule 50 - Homophones and other words that are often confused (3 of 5) Spelling Rule 51 - Homophones and other words that are often confused (4 of 5) Spelling Rule 52 - Homophones and other words that are often confused (5 of 5) 	<ul style="list-style-type: none"> Random Selection of words for revision Random Y3/4 words

Grammar Overview

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