

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	In Elm Class, 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. Where necessary, we start Year 2/3 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. 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

Elm Class

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: 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:	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: 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)

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

Chestnut Class

Year 2 and Year 3

		Autumn		Spring	Spring/Summer*	Summer
Year A – 2024-2025	Book Title:	Rapunzel	Olga da Polga	Tales of Wisdom and Wonder	The Dragon with a Big Nose	Monster Slayer
	Genre:	Fiction – Traditional Tale	Fiction – Classic	Fiction – Folk Tales	Poetry – Anthology	Fiction – Historic
	Focused Writing Tasks:	Character description (4) 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	Setting description (Thu1) Diary Informal Letter (added) Write a myth
	Wider Curriculum Links:		Science	History, Art		History
	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 Secret of Black Rock	The King Who Banned the Dark	Arthur and the Golden Rope	Jelly Boots, Smelly Boots	The Iron Man
	Genre:	Fiction – Adventure	Fiction – Picture Book	Fiction – Adventure	Poetry - Anthology	Fiction – Contemporary Classic
	Focused Writing Tasks:	Film narrative (3) Interview (6) Diary (13) Explanation (17) Book review (24)	Formal letter (13) Argument (17) Dilemma story (21)	Advert (4) Newspaper article (10) Historical Adventure narrative (18) Comic Adventure (24)	Various – poetry	Diary entry (6) Letter writing (8) List poem (11) Interview (15) Discussion Comparison (19)
	Wider Curriculum Links:	Science, Geography, History, Design and Technology	PSHE	History, Design and Technology, Art		Science, PSHE
	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)

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

Oak Class

Year 4 and Year 5

		Autumn		Spring	Spring/Summer*	Summer
Year A – 2024-2025	Book Title:	The Lion and the Unicorn	The Boy at the Back of the Class	Varjak Paw	The Dam	The Miraculous Journey of Edward Tulane
	Genre:	Fiction – Historic	Fiction – Dilemma	Fiction – Fantasy	Fiction – based on a true story	Fiction – Adventure
	Focused Writing Tasks:	Informal letter (3) Setting description Historical narrative	Persuasive poster (6) Formal letter (20) News report (25) Recount (30)	Diary (6) Narrative retelling (17) Persuasive writing (24) Explanation (26)	Information text (3) Free verse poem (12) Non-chronological report Explanation text	Informal letters (10) Instruction (12) Autobiography (17) Next chapter (19)
	Wider Curriculum Links:	History	PSHE		Geography	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:	Anisha – Accidental Detective	Varmints	How the Stars Came to Be	Cosmic Disco	A Boy and a Bear and a Boat
	Genre:	Fiction – Adventure/Mystery	Fiction – Dilemma	Fiction – Folk	Poetry Anthology	Fiction – Adventure
	Focused Writing Tasks:	Autobiographical fact file (1) Informal letter/note (9) Narrative: suspense (15) Narrative: final (20+)	Written debate (10) Letter to MP (12) Second chapter (14+)	Playscript (2) Folk story (10) Information text (14) Ideation narrative (28)	Poetry – various	Comic strip (5) Mystery chapter (8) News report narrative (10) Alternative ending (19)
	Wider Curriculum Links:		PSHE	History, PSHE		Geography, PSHE
	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)

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

Willow Class

Year 6

		Autumn		Spring	Summer	
	Book Title:	Shackleton's Journey	Survivors	Floodland	London Eye Mystery	Rain Player
	Genre:	Non-Fiction – Recount	Non-Fiction – Recount	Fiction – Fantasy	Fiction – Mystery	Fiction – Historic/Folk
	Focused Writing Tasks:	Fact file (4) CV (8) Motivational Speech (14) Newspaper reports (19)	<u>Week 1</u> Recount retelling Safety pamphlet (Instruction/Explanation) <u>Week 3</u> Playscript conversation Information text	Informal letter (8) Information text Fantasy narrative (18)	Fact file (2) Police report (9) Nonet (19) Persuasive advert (21) Mystery narrative (29)	Instructions Setting Description Diary Ending Prediction Newspaper Article
	Wider Curriculum Links:	Geography, History, RE, PSHE, Maths, Art and Design, Design Technology	Geography	Geography, Design and Technology		History, Geography, Art and Design, Design Technology
Alternative	Book Title:				Twitch	
	Genre:				Fiction – Mystery	
	Focused Writing Tasks:				Balanced argument (6) Information text (7) Poetry (16) Explanation (18) Mystery Story (28+)	
Year 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)
Year 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 – Whole-School Coverage

	Elm Class	Chestnut Class	Oak Class	Willow Class
Narrative	Adventure Contemporary Fiction Dilemma Story Myths Fairy Tales Traditional Tales Character Description Setting Description	Adventure Historical Fiction Contemporary Fiction Dilemma Story Dialogue Film narratives Myths Fairy Tales Fables Traditional Tales Comic Strips Character Description Setting Description	Adventure Mystery Fantasy Historical Fiction Dilemma Story Dialogue Playscripts Fables Traditional Tales Comic Strips Character Description Setting Description	Mystery Fantasy Historical Fiction Dialogue Traditional Tales Character Description Setting Description

Writing Genres – Whole-School Coverage Continued...

	Elm Class	Chestnut Class	Oak Class	Willow Class
Non-Fiction	Explanation Instruction Persuasion Non-Chronological Recount Information Diary Journalistic Formal Letter Informal Letter Note-Taking	Discussion Explanation Instruction Recount Information Diary Journalistic Formal Letter Informal Letter Note-Taking Interview Book Review Science Experiment	Discussion Explanation Instruction Persuasion Non-Chronological Recount Information Diary Autobiography Journalistic Formal Letter Informal Letter Note-Taking Science Experiment	Discussion Explanation Instruction Persuasion Non-Chronological Recount Information Diary Biography Journalistic Informal Letter Note-Taking Interview Science Experiment

Writing Genres – Whole-School Coverage Continued...

	Elm Class	Chestnut Class	Oak Class	Willow Class
Poetry	Free-verse List	Free-verse List	Free-verse List Shape Acrostic Kennings	Free-verse List Shape Acrostic
	Rhyming/couplets	Rhyming/couplets	Rhyming/couplets	Rhyming/couplets
	Onomatopoeia	Alliteration Onomatopoeia	Riddle Alliteration Onomatopoeia Assonance	Alliteration Onomatopoeia
	Syllabification Rhythm	Syllabification Rhythm	Syllabification Rhythm Figurative Personification	Rhythm Figurative Personification
	Repetition	Repetition Similes	Repetition Similes Metaphors	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

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			