

English Curriculum



Thompson Primary School

How we teach English at Thompson Primary School

At Thompson Primary School we have aimed to create a curriculum that encourages children to become enthusiastic and engaged with English. We have worked hard to provide our children with rich and varied learning opportunities that help them to become confident and enthusiastic learners. We want our children to have a positive attitude towards communication and to be able to independently express their emotions and their ideas. Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By giving this context to their learning, the children understand the value of English to them now, and in their futures so they can 'be the best they can be'.

We want all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English is often taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. We use The Write Stuff to encourage pupils to express their ideas, discuss their ideas and to develop more sophisticated vocabulary. Our pupils are encouraged to read for pleasure and to read widely through our reading scheme and school library. We use Monster Phonics for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds and the children will be heard reading regularly, both individually and in groups. Our guided reading sessions cover a wide variety of both fiction and non-fiction books, through whole class teaching, and help to advance the children's comprehension skills. Parents are given reading guidance and clear expectations about reading at home. We develop writing skills so that our children have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, music, ICT, modelled, shared and guided writing, peer assessment and discussion. We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets. We promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience. Handwriting sessions are regularly incorporated into the English lessons.

[English Genre Coverage Cycle A - plans can be found on The Write Stuff planning hub](#)

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Wrens (EYFS)</u>	Ruby's Worry - narrative (story)	Rainbow Fish - narrative (story) Chocolate Mug Cake - instructions (non-fiction)	Penguins - fact file (non-fiction) All aboard the London bus - narrative (story)	We're Going on a Bear Hunt - narrative (Adventure) If Sharks Disappeared - report (non-fiction)	Jack and the Jellybean Stalk - narrative (Traditional Tale) I Wanna Iguana - persuasive letter (non-fiction)	Rosie's Walk - narrative (story)
<u>Robins (Year 1/2)</u>	Last Stop On Market Street - narrative (story) When I am by myself - poetry	Firework Night - poetry The Way Back Home - narrative (Science-Fiction)	Grandad's Island - narrative (adventure)	Hibernation - non-chronological report (non-fiction) The Storm Whale - narrative (story)	The Queen's Hat - narrative (Adventure) The Day the Crayons Quit - persuasive letter (non-fiction)	Little Red Riding Hood - narrative (Traditional Tale) How to make a bird feeder - instructions (non-fiction)
<u>Skylarks (Year 3/4)</u>	The Creature - newspaper report (non-fiction) The Secret of Black Rock - narrative (Adventure)	Float - narrative (story) Once Upon a Raindrop - script (non-fiction)	Feast - narrative (story) Digestion explanation based on Gut Garden - explanation text (non-fiction)	The True Story of the 3 Little Pigs - narrative (Traditional Tale) Sicily holiday brochure - persuasive writing (non-fiction)	Sicily holiday brochure - persuasive writing (non-fiction) Still I Rise - poetry	Wolves in the Walls (narrative) Secrets of a Sun King - diary
<u>Barn Owls (Year 5/6)</u>	One Small Step - narrative (Adventure) Mars Transmission - journal (non-fiction)	The Graveyard Book - narrative (Mystery) Emperor Penguins - Non Chron Report (non-fiction)	Beowulf - narrative (Legend) Anglo Saxon Battle - persuasive speech (non-fiction)	The Fantastic Flying Books - narrative (Fantasy) The Highwayman - poetry	Screen Use - balanced argument (non-fiction) Zoo - narrative (Fantasy)	Rose Blanche - narrative (story) Refugees - speech (non-fiction)

English Genre Coverage Cycle B - plans can be found on The Write Stuff planning hub

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Wrens (EYFS)</u>	Ruby's Worry - narrative (story)	Rainbow Fish - narrative (story) Chocolate Mug Cake - instructions (non-fiction)	All aboard the London bus - narrative (story) I Wanna Iguana - persuasive letter (non-fiction)	We're Going on a Bear Hunt - narrative (Adventure) If Sharks Disappeared - report (non-fiction)	Jack and the Jellybean Stalk - narrative (Traditional Tale) Penguins - fact file (non-fiction)	Rosie's Walk - narrative (story)
<u>Robins (Year 1/2)</u>	The Train Ride - narrative (story) Toys From The Past - report (non-fiction)	Bold Women in Black History - biography (non-fiction) Wombat Goes Walkabout - narrative (adventure)	The Owl Who Was Afraid of the Dark - narrative (Adventure) Plants - information text (non-fiction)	Big Cats - non-chronological report (non-fiction) Stardust - narrative (story)	If I Were In Charge Of The World - poetry Grace Darling - biography (non-fiction)	George and the Dragon - narrative (Legend) The Great Fire of London - diary (non-fiction)
<u>Skylarks (Year 3/4)</u>	Skara Brae - holiday brochure (non-fiction) The Whale - narrative (Mystery)	Theseus and the Minotaur - narrative (Myth) My Strong Mind - instruction (non-fiction)	Should we feed animals at national parks? - balanced argument (non-fiction) The Blue Umbrella - narrative (Romance)	I asked the boy who couldn't see - poetry The Lost Thing - narrative (Fantasy)	The Plague - playscript Wizards of Once - newspaper (non-fiction)	Earthquakes - non-chronological report (non-fiction) Aladdin - narrative (Traditional Tale)
<u>Barn Owls (Year 5/6)</u>	The Nowhere Emporium - narrative (Mystery) Emperor Penguins - non-chronological reports (non-fiction)	Hansel and Gretel - narrative (Traditional Tale) Goldilocks - newspaper (non-fiction)	The Origin of Species - non-chronological report (non-fiction) Thornhill - narrative (Ghost Story)	Letter to Mr Scrooge - persuasive letter (non-fiction) Kensuke's Kingdom - narrative (adventure)	Varmints - narrative (story) Moth - poetry	Paperman - narrative (Romance) Plastic Pollution - speech (non-fiction)

Grammar and punctuation progression

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
Regular plural noun suffixes -s or -es (e.g. dog, dogs, wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of the present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation e.g. unkind or undoing e.g. untie the boat)	Subordination (using when, if, that or because) and coordination (using or, and, but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as -ness and -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks, and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -ful, -less (a fuller list of suffixes can be found in the spelling annex)	Sentences with different forms: statement, question, explanation, command	Headings and subheadings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of)	Use the perfect form of verbs to mark relationships of time and cause (e.g. I've written it down so we can check what he said)	Apostrophes to mark contracted forms in spellings	active and passive voice, subject and object, hyphen, synonym, colon, semicolon, bullet points
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to punctuate direct speech	

Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an apple)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of inverted commas to punctuate direct speech	
Word families based on common words	Relative clauses beginning with who, which, where, why or whose	Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted adverbials (e.g. later that day, I heard the bad news,)	
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)	Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)			Use of commas to clarify meaning or avoid ambiguity)	
Verb prefixes (e.g. dis-, de-, mis-, over, re-)	Expanded noun phrases to convey complicated information concisely (e.g. The boy that jumped over the fence is over there)	Layout devices, such as headings, sub-headings, columns, bullets, or tables to structure text	Use of the semicolon, colon and dash to indicate a stronger subdivision of a sentence than a comma	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged or claimed in formal speech or writing)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags e.g. He's your friend, isn't he?)		How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark or recover versus re-cover)	

Key

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>