St. Peter's Eaton Square English Curriculum

EYFS

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Marvellous Me ■ **Elmer by David McKee** story sequencing	*Fantastic Festivals* ■ **Nothing** (+ ■ instructions)	*Heroes & villains* ■ **Super Worm** (+■ Invention)	*Big Blue Sea* ■ **A New Home for a Pirate** (+ ■ instructions)	*Growing* ■ **The Enormous Turnip** (+ ■ information)	*Creatures Big & Small* ■ **Recounts** (+■ Three Billy Goats Gruff)

YEAR 1

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ **Journey stories** The Magic Bojabi Tree (+ ■ simple recounts)	■ **Instructions** How to trap an alien (+■ journey stories) The Way Back Home POEM: The Dark - Carol Ann Duffy; After Dark, by Michael Rosen)	■ **Warning stories** Peter Rabbit (+ ■ instructions)	■ **Recounts** Ravi's Roar - Tom Percival (+■ journey stories)	■ **Defeating villain** Lighthouse Keeper's Lunch collection (+ ■ recounts)	■ **Information** Leaf - Sandra Dieckmann (+■ warning stories)

YEAR 2

TERM 1	TERM 2	TERM 3	==TERM 4==	TERM 5	==TERM 6==
■ **Instructions** George's Marvellous Medicine POEM: Instructions for Growing Poetry (+■ defeating villain)	■ **Warning stories** Kassim & the Dragon The Selfish Giant Dragon Post POEM: Chocolate Cake (+ ■ recounts)	■ **Information** Hodgeheg (+■ warning stories)	■ **Meeting stories** Journey, Quest, Return - Aaron Becker (+ ■ instructions)	■ **Recounts** Fantastic Mr Fox The Lost Thing POEM: The Orange - W Cope (+■ meeting stories)	■ **Defeating the villain** Hansel & Gretl True Story of 3 Little Pigs (+ ■ Information)

YEAR 3

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ **Suspense** Iron Man Great Realisation Tin Forest (+ ■ instructions)	■ **Portal stories** Stig of the Dump POEM: The Magic Box (+ ■ Information)	■ **Explanation** Charlie and the Chocolate Factory Forests: Save our Planet (+■ quest stories)	■ **Persuasion** I don't want to go to witch school POEM: Breakfast Time (+■ suspense)	■ **Quest stories** Firework Maker's Daughter; A River POEM: On the Ning Nang Nong (+■ explanation)	■ **Information** (not animals) The Butterfly Lion (+■ portal stories)

YEAR 4

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ **Explanation** James & the Giant Peach Aquila	■ **Portal stories** (+■ recounts)	■ **Suspense** Floodland Tuesday (+ ■ Information)	■ **Recounts** (Newspaper) Charlotte's Web (+■ quest stories)	■ **Defeating the villain** Kensuke's Kingdom Cicada - Shaun Tan (+■ persuasion)	■ **Discussion** Adolphus Tips POEM: Eastbourne (+■ suspense)

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YEAR 5

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ **Lost & found** Skellig How Colour Works (+■ explanation)	■ **Information** Wolf Brother (+■ defeat villain)	■ **Meeting stories** Midnight Fox Varmints (+■ discussion)	■ **Recounts** (Newsp) Cogheart POEM: Eletelephony (+■ lost & found)	■ **Portal stories** Elidor POEM: Jabberwocky (+ ■ Information)	■ **Persuasion** Holes The Viewer - S Tan (+■ meeting)

YEAR 6

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
■ **Quest stories** Hatchet POEM: Tyger (+ ■ recounts)	■ **Discussion** Private Peaceful (+ ■ portal)	■ **Persuasion** River Boy (+ ■ quest)	■ **Suspense** Clockwork The Arrival (+ ■ information)	**Revision Units** ■ Information ■ Persuasion ■ Quest stories	**Revision Units** ■ Discussion ■ Portal ■ Recounts

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HANDWRITING	**Pupils should be taught to:** ● sit correctly at a table, holding a pencil comfortably and correctly ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● form capital letters ● form digits 0-9 ● understand which letters belong to which handwriting 'families' (i.e. letters that are ● formed in similar ways) and to practise these.	**Pupils should be taught to:** ● form lower-case letters of the correct size relative to one another ● start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ● use spacing between words that reflects the size of the letters.	**Pupils should be taught to:** ● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		**Pupils should be taught to:** **write legibly, fluently and with increasing speed by:** ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● choosing the writing implement that is best suited for a task.	
VOCAB, GRAMMAR & PUNC.	**Develop their understanding of the concepts set out in English Appendix 2 (below) by:** ● leaving spaces between words ● joining words and joining clauses using and ● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ● learning the grammar for year 1 in English Appendix 2 **Use the grammatical terminology in English Appendix 2 in discussing their writing**	**Develop their understanding of the concepts set out in English Appendix 2 (below) by:** ● learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the sing. possessive. **Learn how to use:** ● sentences with different forms: statement, question, exclamation, command ● expanded noun phrases to describe and specify [for example, the blue butterfly] ● the present and past tenses correctly and consistently including the progressive form ● subordination (when, if, that, because) & co-ordination (or, and, but) ● the grammar for year 2 in English Appendix 2 ● some features of written Standard English **Use the grammatical terminology in App. 2 in discussing their writing.**	**Develop their understanding of the concepts set out in English Appendix 2 (below) by:** ● extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● using the present perfect form of verbs in contrast to the past tense ● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● using conjunctions, adverbs and prepositions to express time and cause ● using fronted adverbials ● learning the grammar for years 3 and 4 in English Appendix 2 **Indicate grammatical and other features by:** ● using commas after fronted adverbials ● indicating possession by using the possessive apostrophe with plural nouns **Using and punctuating direct speech** **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**		**Develop their understanding of the concepts set out in English Appendix 2 (below) by:** ● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● using passive verbs to affect the presentation of information in a sentence ● using the perfect form of verbs to mark relationships of time and cause ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of possibility ● using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● learning the grammar for years 5 and 6 in English Appendix 2 **Indicate grammatical and other features by:** ● using commas to clarify meaning or avoid ambiguity in writing ● using hyphens to avoid ambiguity ● using brackets, dashes or commas to indicate parenthesis ● using semi-colons, colons or dashes to mark boundaries between independent clauses ● using a colon to introduce a list ● punctuating bullet points consistently **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading**	
WORD	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words How the prefix un– changes the meaning of verbs and adjectives	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found here). Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].

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SENTENCE	How words can combine to make sentences. Joining words and joining clauses using 'and' (co-ordinating conjunction).	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags]
TEXT	Sequencing sentences to form short narratives.	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word/phrase, grammatical connections [use of adverbials e.g. on the other hand, in contrast], and ellipsis Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]
PUNC.	Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun: I.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover
TERMINO LOGY FOR PUPILS	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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Phase 2	Phase 3	Phase 4	Phase 5	Year 2	Year 3	Year 5
s	j	Segment and blend real/alien words: cvcc (e. g. boast) ccvc (e. g. filth) ccvcc (e. g. plump) cccvc (e. g. strap) cccvcc (e. g. scratch)	ay	'ge' & 'dge' at end or 'g' *badge, age, gem*	y *myth, gym*	–cious/–tious *vicious, ambitious*
a	v		ou	c before e, i and y *race, cell, fancy*	ou *young, touch, double*	–cial or –tial *official, partial*
t	w		ie	kn & gn at begin. *knock, gnat*	dis- *disappoint, disagree*	–able/–ably *adorable/ adorably*
p	x		ea	wr at begin. *wrong*	mis- *misbehave, misspell*	–ible/ –ibly *horrible/horribly*
i	y		oy	–le at end *table*	re- *redo, refresh, return*	'silent' letters *doubt*
n	z		ir	–el at end *camel*	sub- *subdivide, subheading*	ough *ought, rough, though, through, plough, thorough*
m	zz		ue	–al at end *metal*	super- *supermarket, superman*	
d	qu		aw	–il at end *pencil*	anti- *antiseptic, anticlockwise*	
g	ch		wh	–y at end *cry, fly, reply*	auto- *autobiography, autograph*	
o	sh		wh	–es to nouns & verbs ending–y *cries, flies*	–ly *sadly, completely, usually*	
c	th		ph	–ed to root ending –y after **c** *copied*	-sure *measure, treasure*	
k	ng		ew	–ing, to root ending –y after **c** *copying*	-ture *creature, furniture*	
ck	ai		oe	–er to root ending –y after **c** *copier*	suffixes begin. **v** letters to polysyllabic *forgetting, forgotten, beginning*	
e	ee		au	–est to root ending–y after **c** *happiest*	Homophones & near-homophones *accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's*	
u	oa	Read polysyllabic words (e. g. shampoo)	ey	–ing, –ed, –er, –est and –y to –e ending with **c** before *hoping* –ing, –ed, –er, –est and –y to one-syll. word ending in single **c** letter after single **v** letter *hopping*		

Phase 2	Phase 3	Phase 4	Phase 5	Year 2	Year 4	Year 6
r	oo		a-e	a before l and ll *all, call, walk*		
h	ar		e-e	o *other, mother*	inter- *interact, intercity*	–ant, –ance/–ancy, *hesitant, hesitance, hesitancy*
b	or		i-e	–ey *key, donkey*	in- *inactive, incorrect*	–ent, –ence/–ency *decent, decency, confidence*
f	ur		o-e	a after w and qu *want, watch*	–ation *information*	ei after c *deceive*
ff	ow		u-e	ar after w *war, towards*	-sion *division, invasion*	suffixes begin. with **v** letters to –fer ending *referring, referred*
l	oi			s *vision, treasure*	-ous *poisonous, dangerous*	
ll	er	+ Phase 4: *said, so, have, like, some, come, were, there, little, one, do, when, out, what*	+ reads/spells words with alternative graphemes as set out in Phase 5	–tion, *invention, injection*		Homophones & other often confused words *principal/principle, profit/prophet, Stationary/stationery, steal/steel, wary/weary, who's/whose, descent/dissent, desert/dessert, draft/draught*
ss	ear			suffixes –ment, –ness, –ful , –less and –ly *badly, sadness, careful*	–sion, *expansion, extension*	
+cvc words/alien words segmenting and blending	air		+ Phase 5: *oh, their, people, Mr, Mrs, looked, called, asked, could, would, there, wanted, water, where, who, again,*	Contractions *can't, didn't*	–ssion, *expression, discussion*	
	ure			Possessive apostrophe (singular nouns) *Megan's, the girl's*	–cian *electrician, magician*	Year 5 & 6 specific word list: *accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop*
	igh			–tion *station, fiction*	ch *scheme, chorus*	
	+cvc words/alien words segmenting and blending			Homophones and near-homophones *there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight*	ch *chef, chalet* –gue and –que *league, antique,*	

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| + Phase 2: the, to, go, no, I, into **+ Phase 3: he she put** | + Phase 3/4: he, she, we, me, be, was, my, you, they, her, all, are, **said, so, have, like, some, come, were, there, little, one, do, when, out, what, who, here, your** | | thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please | door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. | **Year 3 & 4 specific word list:** accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear, early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women | dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht |