



Pupils engage with the curriculum through termly themes, narratives and memorable events. Subjects combine in our 3D curriculum which develops learning using horizontal, vertical and diagonal links. English reading and writing regularly focus on the topic theme. With mixed year groups, we often have wide spreads of ability within each class. Pupils are stretched with appropriate targets at appropriate times, hence there are multiple targets in use in the room at any one moment. e.g. one child may be learning to punctuate with capital letters consistently whilst another is working on semicolons, dashes and brackets.

Lower Key Stage 2 (Years 3 and 4)

Upper Key Stage 2 (Years 5 and 6)

| Genres | | Knowledge and Skills | | Genres | | Knowledge and Skills | |
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| Year A 2024/5 2026/27 | | WRITING – TRANSCRIPTION Pupils should be taught to: | | Year A 2024/5 2026/27 | | WRITING – TRANSCRIPTION | |
| Autumn Term Year 3 and 4 Theme: World War Two | Retelling – zoom in Newspaper reports Diary entry non-chronological report Remembrance Poems linked to WW2 Recipe instructions | <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Autumn Term Year 5 and 6 2000 years of British History | Instructions and imperatives Historical fiction – Crown Jewels Retell Recount Poetry Learn from authors Advertising | <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused. use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. | | |
| | (SPAG and reading comprehension) | | | (SPAG and reading comprehension) | | | |

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| <p>Spring Term Year 3 and 4 Theme: Rainforests</p> | <p>Adventure story Explanation Descriptions Persuasive writing non-fiction animal fact file Haikus linked to rainforests.</p> <p>(SPAG and reading comprehension)</p> | <p>HANDWRITING Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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]. | <p>Spring Term Year 5 and 6 Theme: Water around the World</p> | <p>Explanation text Narrative cohesion Instructions Summarising Balanced argument Diary (superlatives) Dialogue</p> <p>(SPAG and reading comprehension)</p> | <p>HANDWRITING AND PRESENTATION</p> <ul style="list-style-type: none"> • 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. |
| <p>Summer Term Year 3 and 4 Theme: The Wonders of the UK</p> | <p>Film based story writing, Explanation Persuasive writing Recipe instructions linked to the UK Descriptive comparisons</p> <p>(SPAG and reading comprehension)</p> | <p>WRITING COMPOSITION Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors | <p>Summer Term Year 5 and 6 Theme: In Living Memory</p> | <p>Narrative Instructions Biography Dialogue Learning from authors Estate agent language</p> <p>(SPAG and reading comprehension)</p> | <p>WRITING COMPOSITION Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] |

| Year B 2023/24 2025/26 | | <ul style="list-style-type: none"> read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Year B 2023/24 2025/26 | | <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>WRITING – VOCABULARY AND PUNCTUATION</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 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 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis | |
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| Autumn Term Year 3 and 4 Theme: Peterborough Through Time | <p>Myth writing, Traditional tale Newspaper reports Guide book Poetry linked to Topic: John Clare Descriptive writing Informal letter</p> <p>(SPAG and reading comprehension) The Christmasaurus</p> | | <p>WRITING – VOCABULARY Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 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 | Autumn Term Year 5 and 6 Theme: Ancient Technology | | <p>Instructions Descriptions Newspaper reports Fact file Explanation text Story structures Persuasion E-books Maya speeches of Thunberg, Martin Luther-King The Promise.</p> <p>(SPAG and reading comprehension)</p> |
| | Spring Term Year 3 and 4 Theme: Natural Disasters | | | | | <p>Adventure Story Newspaper reports Diary entry Non-chronological report Explanation text Playscript Instructions Onomatopoeia poetry</p> <p>(SPAG and reading comprehension)</p> |

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| <p>Summer Term Year 3 and 4 Theme: Invaders and Settlers</p> | <p>Legend retell, Newspaper reports, Diary entry, non-chronological report, Advertising, Informal letter, Instructions, Leaflet.</p> <p>(SPAG and reading comprehension)</p> | <ul style="list-style-type: none"> • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | <p>Summer Term Year 5 and 6 Theme: Sports and Healthy Living</p> | <p>Non-fiction: Wildlife Passive form reporting Narratives Poetry Retelling Treesoning Description</p> <p>(SPAG and reading comprehension)</p> | <ul style="list-style-type: none"> • 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. |
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