

English Curriculum Overview 2025-2026

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	
EYES	<p>Narrative: Text: Topsy and Tim Start School by Jean and Gareth Adamson</p> <p>Narrative: Text: After the Storm By Nick Butterworth</p> <p>Narrative/Non-Fiction: Text: Nelly and Nora's Autumn www.bbc.co.uk/cbeebies</p>	<p>Narrative: Text: The Scarecrow's Wedding by Julia Donaldson</p> <p>Narrative: Text: The Story of Rama and Sita (online)</p> <p>Narrative: Text: Dival's Diwali by Twinkl</p> <p>Narrative: Text: The Christmas Story by Ian Beck</p>	<p>Narrative/Non-Fiction Text: Pants! By Giles Andreae</p> <p>Narrative/Non-Fiction Text: More Pants! By Giles Andreae</p> <p>Narrative: Text: Loaves and Fishes By Heather Amery</p> <p>Narrative: Text: The Boy Who Shared his Sandwich By Steph Williams</p> <p>Narrative: Text: The Great Race https://www.youtube.com/watch?v=eVClAj8q_IY (online)</p> <p>Narrative/Non-Fiction Lanterns and Firecrackers By Jonny Zucker and Jan Barger Cohen</p>	<p>Narrative: Text: Mr Wolf's Pancakes By Jan Fearnley</p> <p>Narrative: Text: The Tiger Who came to Tea By Judith Kerr</p> <p>Narrative: Text: I love My Mummy Because By Laurel Porter-Gaylord</p> <p>Narrative: Text: The Easter Story (Usborne Publishers)</p>	<p>Narrative: Text: How to Grow a Dinosaur by Caryl Hart</p> <p>Narrative: Text: Oi Frog By Kes Gray and Jim Field</p> <p>Narrative: Text: Whatever Next by Jill Murphy</p> <p>Narrative: Traditional Tale Text: The Gingerbread Man (various versions)</p>	<p>Narrative: Text Does Your Dad Roar? By Matthew Morgan</p> <p>Narrative: Text Kipper's Sunny Day By Mick Inkpen</p> <p>Narrative/Non-Fiction Text: A Ticket Around the World By Natalia Diaz and Melissa Owens</p>	
	Year 1	<p>A: Narrative Picture Book (Alternative Culture) Text: Handa's Surprise by Eileen Browne</p> <p>B: Non-Fiction (Geog. linked) Text: Project Weather By Philip Steele</p>	<p>A: Narrative Picture Book Text: Beegu by Alexis Deacon</p> <p>B: Narrative Picture Book Text: Dear Santa By Rod Campbell</p>	<p>A: Non-fiction (Science linked) Text: The Emperor's Egg by Martin Jenkins</p> <p>B: Poetry Text: Poems to Perform edited by Julia Donaldson</p>	<p>A: Narrative Picture Book (School Values linked) Spring Text: The Robot and the Bluebird By David Lucas</p> <p>B: Classic Narrative Picture Book Text: The Jolly Postman by Janet & Allan Ahlberg</p>	<p>A: Poetry Text: The Dragon with a Big Nose by Kathy Henderson</p> <p>B: Narrative Picture Book (School Values linked) Text: How the Be a Lion by Ed Vere</p>	<p>A: Non-fiction (School Values linked) Text: Let's Investigate: Plastic Pollution by Ruth Owen</p> <p>B: Narrative (School Values linked) Text: Dangle (Film Unit)</p>
	Year 2	<p>A: Narrative Picture Book Text: Flotsam by David Wiesner</p> <p>B: Non-Fiction (School Values linked) Text: 10 Things I Can Do to Help My World by Melanie Walsh</p>	<p>A: Narrative Picture Book Text: Traction Man is Here! by Mini Grey</p> <p>B: Narrative Picture Book (School Values linked) Text: A letter to Father Christmas by Rose Impey</p>	<p>A: Non-Fiction (various) Text: The Great Fire of London by Liz Gogerly</p> <p>B: Narrative (School Values linked) Text: The Lucky Dip (Film Unit)</p>	<p>Classic Extended Narrative Text: The Twits by Roald Dahl</p>	<p>A: Classic Poetry Text: Out and About. A First Book of Poems by Shirley Hughes</p> <p>B: Narrative poem & Picture Book (Alternative Culture & School Values linked) Text: If all the world were... by Joseph Coelho</p>	<p>A: Non-Fiction (School Values linked) Text: There's a Rang-Tan in My Bedroom by James Sellick</p> <p>B: Contemporary Poetry Text: The Puffin Book of Fantastic First Poems by June Crebbin</p>

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Year 3	<p>A: Fantasy Narrative Picture book Text: The Lost Happy Endings by Carol Ann Duffy</p> <p>B: Shape Poetry Text: Apes to Zebras: An A-Z of Shape Poems by Liz Brownlee, Roger Stevens & Sue Hardy-Dawson</p>	<p>Fiction/Non-Fiction Text: Stone Age Boy By Satoshi Kitamura</p>	<p>Narrative Poem (School Values linked) Text: Brother Eagle, Sister Sky: A Message from Chief Seattle by Susan Jeffers</p>	<p>Non-Fiction: Non-Chronological Reports Text: 100 Facts Rainforests by Camilla De la Bedoyere</p>	<p>A: Contemporary Poetry (Alternative Culture) Text: Hot Like Fire and other poems by Valerie Bloom</p> <p>B: Fiction/Non-Fiction: Anti-Bullying (School Values linked) Text: For the Birds (Film Unit)</p>	<p>Modern Narrative (School Values linked) Text: The Boy at the Back of the Class by Onjali Rauf</p>
Year 4	<p>Modern Narrative Text: Varjak Paw by S F Said</p>	<p>Classic Narrative Text: The Iron Man by Ted Hughes</p>	<p>A: Contemporary Poetry Text: Werewolf Club Rules by Joseph Coelho</p> <p>B: Contemporary Poetry Text: A Kid in My Class by Rachel Rooney</p>	<p>Narrative Picture book Text: Leon and the Place Between by Angela McAllister</p>	<p>A: Non-Fiction: Persuasion (Safeguarding) Text: Engines Off By Solihull MBC</p> <p>B: Non-Fiction: Instructions (School Values linked) Text: The windmill farmer (Film Unit)</p>	<p>Narrative Short stories (alternative culture) Text: Pea Boy and Other Stories from Iran by Elizabeth Laird</p>
Year 5	<p>Mixed Genre (School Values linked) Text: Suffragette: The Battle for Equality by David Roberts</p>	<p>Classic Narrative Text: Great Expectations by Charles Dickens (film adaptation and text extracts)</p>	<p>A: Narrative Poetry and Picture book Text: The Highwayman by Alfred Noyes</p> <p>B: Contemporary Poetry Text: Sensational! Poems chosen by Roger McGough</p>	<p>Non-Fiction Text: A visitor's Guide to Ancient Greece by Lesley Sims</p>	<p>Non-Fiction: Persuasion (Safeguarding) Text: THINK! Online road safety Unit</p>	<p>Aspects of Narrative (School Values linked) Text: Little Freak (Film Unit)</p>
Year 6	<p>Historical Narrative Text: The Silver Donkey by Sonya Hartnett</p>	<p>Classic Poetry Text: Over the Top: Experiences of the Great War (Adapted from Solihull MBC English Unit)</p>	<p>Non-fiction Picture Book Text: Shackleton's journey by William Grill</p>	<p>Non-fiction: various (School Values linked) Text: Discovering Antarctica Website</p>	<p>Fantasy Narrative (School Values linked) Text: Floodland by Marcus Sedgwick</p>	<p>Classic Play Text: Macbeth by William Shakespeare (Animated Tales and other media sources)</p>

Narrative

Poetry

Non-Fiction

Grammar and Punctuation Overview

Year 1	Word Structure -Regular plural noun suffixes –s or –es, 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 negation	Sentence Structure -How words can combine to make sentences -Joining words and joining clauses using ‘and’	Text Structure Sequencing sentences to form short narratives	Punctuation -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’	Vocabulary Word, sentence, letter, Capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Year 2	Word Structure -Suffixes such as –ness, –er and by compounding -Formation of adjectives using suffixes such as –ful, –less -Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Sentence Structure -Subordination (using when, if, that, because) and co-ordination (using or, and, but) -Expanded noun phrases for description and specification - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Text Structure -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	Punctuation -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	Vocabulary noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb, tense (past, present), apostrophe, comma
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Year 4	Word Structure -Fronted adverbials	Sentence Structure -Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Text Structure -Use of paragraphs to organise ideas around a theme -Appropriate choice of pronoun or noun across sentences.	Punctuation -Use of inverted commas to punctuate direct speech -Apostrophes to mark singular and plural possession -Use of commas after fronted adverbials	Vocabulary Pronoun, possessive pronoun, adverbial
Year 5	Word Structure -Converting nouns or adjectives into verbs using suffixes -Verb prefixes	Sentence Structure -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Indicating degrees of possibility using adverbs or modal verbs	Text Structure -Devices to build cohesion within a paragraph -Linking ideas across paragraphs using adverbials of time, place and number or tense choices	Punctuation -Brackets, dashes or commas to indicate parenthesis -Use of commas to clarify meaning or avoid ambiguity	Vocabulary modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Year 6	Word Structure -The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech -How words are related by meaning as synonyms and antonyms	Sentence Structure -Use of the passive to affect the presentation of information in a sentence -The difference between structures typical of informal speech and structures appropriate for formal speech and writing	Text Structure -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis -Layout devices	Punctuation -Use of the semi-colon, colon and dash to mark the boundary between independent clauses - 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	Vocabulary subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Key Stage One Spelling Overview

Year 1 Spelling (As part of our Synthetic Phonics programme)

Autumn 1:

Review Phase 3 and 4

Phase 5 /ai/ ay play

/ow/ ou cloud

/oi/ oy toy /

ea/ ea each

Review tricky words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2: Phase 5 graphemes

/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper

/ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these

/oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw

New tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1: Phase 5 graphemes

/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant

/f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese

/s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup

New tricky words: any many again who whole where two school call different thought through friend work

Spring 2: Phase 5 graphemes

/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk

/ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/

a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school

/sh/ ch chef /z/ ze freeze schwa at the end of words: actor.

New tricky words: once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such

Summer 2: Phase 5 graphemes

/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer

/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi ci ci potion mission

mansion delicious /or/ augh our oar ore daughter pour oar more

New tricky words: busy beautiful pretty hour move improve parents shoe

Year 2 Spelling Teaching Sequence

1. Words ending in ge
2. Words ending in dge
3. Spelling before e, i and y
4. Words beginning with kn- and gn-
5. Words beginning wr-
6. Words ending in -le
7. Words ending in -el
8. Words ending in -al
9. Words ending in -il
10. Words ending in -y
11. Adding -es to words ending in -y
12. Adding -ed to words ending in -y
13. Adding -er and est to root words ending in -y
14. Adding -ing to root words ending in -y
15. Adding new endings to root words ending in -y
16. Adding new endings to one syllable words with short vowel sounds
17. Spelling words with al or all
18. The /u/ sound spelt o
19. The /ee/ sound spelt ey
20. The /o/ sound spelt a after w and qu
21. The /er/ sound spelt or after w
22. The /or/ sound spelt ar after w
23. The /zh/ sound spelt s
24. Adding the suffixes -ment, -ness, -ful, -less and ly
25. Apostrophes for contractions
26. Apostrophes for possession
27. Words ending in -tion
28. Homophones
29. Homophones and near homophones

Key Stage Two Spelling Overview

Year 3 Spelling Teaching Sequence

1. Review vowel digraphs: ai, ay, a-e, a (/eɪ/)
2. Review vowel digraphs: ee, ea, e-e (/i:/)
3. Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)
4. Review vowel digraphs: ow, oa, o-e, o (/əʊ/)
5. Review vowel digraphs: oo, ou, u-e (/u:/)
6. Review vowel digraphs: oi, oy (/ɔɪ/) & ow, ou (/aʊ/)
7. Review common exception words from KS1
8. Review plurals ending vowel suffix -es, changing y to i and adding es and words ending ey
9. Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to i or chopping the final e
10. Review adding vowel suffixes -ed, -ing, when doubling the final consonant
11. Review vowel suffixes -er and -est
12. Review -le at the end of words
13. Review -el or -il at the end of words
14. Review -al at the end of words
15. Explore homophones and near homophone
16. Review apostrophes for contraction
17. Review apostrophe for possession
18. Review suffix -ly (with a consonant before it)
19. Explore suffix -ally
20. Review consonant suffixes -ment and -ness
21. Review consonant suffixes -ful and -less
22. Explore the suffixes -tion and -ation
23. Explore the -sion suffix -
24. Explore prefixes un-, dis-, mis-, in-
25. Explore prefixes re-, super-
26. Focus on the short vowel sound /ʌ/ spelt ou
27. Explore the vowel suffix -ous -
28. Review high frequency words -
29. Explore words with the long vowel sound /eɪ/ spelt ei, eigh, or ey
30. Explore words with the short vowel sound /ɪ/ sound spelt y in the middle of words
31. Explore words with the phoneme s spelt sc
32. Explore words containing silent letters written kn, gn, wr, wh
33. Focus on silent letters: words from the Y3/4 statutory word list

Year 4 Spelling Teaching Sequence

1. Review r controlled vowel sounds from KS1: ir (/ɜ:/)
2. Review r controlled vowel sounds from KS1: air (/eə/)
3. Review Year 2 common exception words and other high frequency words
4. Review vowel suffixes -ed, -ing: chop, change and double
5. Review vowel suffixes -y, -er, est to create adjectives: chop, change and double
6. Review consonant suffixes -ment, -ness, -ful, -less
7. Review the suffixes -ly and -ally
8. Review -tion and -ation endings
9. Explore -sion and -ssion endings
10. Explore -cian endings
11. Focus on vowel digraphs: words from the Y3/4 statutory word list
12. Review of prefixes: dis-, mis-, in-, im-, il-, ir-, anti-
13. Explore more prefixes: sub-, inter-, super-, re-, auto-
14. Focus on multi-syllabic words including prefixes and suffixes: words from the Y3/4 statutory word list
15. Review the /ɔ:/ sound spelt or, ore, aw and other variations
16. Review the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w
17. Review words with the /eɪ/ sound spelt ei, eigh, ey
18. Focus on vowels: words from the Y3/4 statutory word list
19. Review homophones
20. Explore apostrophes for possession
21. Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)
22. Explore the suffix -ous and ious/ eous
23. Explore suffixes beginning with vowel letters to words of more than one syllable
24. Review the soft g sound /dʒ/ spelt g, ge or dge
25. Explore words ending with the /g/ sound spelt -gue
26. Explore words ending with the /k/ sound spelt -que
27. Explore words with the /ʃ/ sound spelt ch-
28. Explore words with the /k/ sound spelt ch
29. Explore words with the /s/ sound spelt sc
30. Explore etymology of words
31. Focus on unstressed vowels: words from the Y3/4 statutory word list
32. Focus on silent letters: words from the Y3/4 statutory word list

Year 5 Spelling Teaching Sequence

1. Review frequently misspelt words including some homophones and near homophones
2. Review plurals – adding –s, -es, -ies, -ves 8-9
3. Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly
4. Review suffixes beginning with vowel letters to words
5. Focus on morphology
6. Review suffixes beginning with vowel letters to words with unstressed syllables
7. Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list
8. Review soft c- words in statutory list
9. Explore words with the /i:/ sound spelt ei after c
10. Review word endings that sound like ei
11. Explore words with -cial or -tial endings
12. Explore words ending in -cially or -tially
13. Review words from Y3/4 statutory word list
14. Explore words ending with -able and -ible
15. Explore words ending with -ably and -ibly
16. Explore words with -cious or -tious endings
17. Explore words ending in -ent, -ence, -ency
18. Explore words ending in -ant, -ance, -ancy
19. Focus on words with affixes from Y3/4 and Y5/6 statutory word list
20. Review commonly used and frequently misspelt words
21. Explore words with silent letters such as b, k, or g
22. Explore words containing the letters ough
23. Focus on words with unstressed vowels from the statutory word list
24. Review use of apostrophe for contraction
25. Review use of apostrophe for possession
26. Explore homophones and near homophones
27. Explore use of hyphen to create compound words
28. Focus on morphology and etymology

Year 6 Spelling Teaching Sequence

- 1 Review words with unexpected letters from Y3/4 statutory word list
- 2 Review homophones and near homophones 8-10
- 3 Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly 4
- Review suffixes beginning with vowel letters to words
- 5 Focus on doubling the consonant after a short vowel: words from the Y5/6 statutory word list
6. Explore suffixes beginning with vowel letters to words ending in -fer
7. Review -cial, - tial, -cially and -tially endings
8. Review -able, -ably, -ible and -ibly endings
9. Review -cious and -tious endings
10. Review words with the /i:/ sound spelt ei after c
11. Review -ent, -ence, -ency, -ant, -ance and -ancy endings
12. Review -tion, -ation, -cian, -ssion and -ssion endings
13. Review -sure and -ture endings
14. Review all suffixes
15. Review words with silent letters b, k, l, h, t
16. Focus on unstressed vowels: words from the Y5/6 statutory word list
17. Review affixes: morphology 18 Review affixes: words from the Y5/6 statutory word list
19. Review words containing ough 20 Review words containing rarer letter combinations: words from the Y3/4 and 5/6 statutory word list
21. Focus on etymology: words from the Y5/6 statutory word list
22. Review homophones and commonly confused words
23. Review use of hyphen
24. Review use of apostrophe for contraction
25. Review use of apostrophe for possession
26. Review commonly misspelt words from the class
27. Focus on morphology and etymology
28. Revision of strategies to spell word