

# 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:

<b>Power of Reading Overview</b>	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.
<b>Writing</b>	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.
<b>Reading</b>	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.
<b>Key Stage 2 Spellings</b>	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.
<b>Grammar</b>	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.
<b>Assessment</b>	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

Year A	Autumn	Spring	Summer
<b>Book Title:</b>	Hello Friend!	The Everywhere Bear (and traditional tales)	Adventures of an Eggbox Dragon
<b>Genre:</b>	Fiction – Contemporary Story	Fiction – Contemporary Story	Fiction – Dilemma
<b>Wider Curriculum Links:</b>	PSHE, Geography	PSHE, Geography, Art	Design and Technology, History
<b>Book Title:</b>	Beware of the Crocodile	Handa’s Surprise	We’re Going on a Bear Hunt
<b>Genre:</b>	Non-Fiction – Information Text	Fiction – Picture Book	Fiction – Classic
<b>Wider Curriculum Links:</b>	Science	Geography, Design and Technology	Music

Year B 2023 – 2024	Autumn	Spring	Summer
<b>Book Title:</b>	Astro Girl	Poems to Perform	The Secret Sky Garden
<b>Genre:</b>	Fiction – Contemporary Story	Poetry Anthology	Fiction – Contemporary Story
<b>Wider Curriculum Links:</b>	History, Design and Technology, Art	Music	Art, History, PSHE, Science
<b>Book Title:</b>	The Jolly Postman (& The Jolly Christmas Postman)	The Snail and the Whale	Pattan’s Pumpkin
<b>Genre:</b>	Fiction – Classic	Fiction – Dilemma	Fiction – Traditional Tale
<b>Wider Curriculum Links:</b>	Geography, Maths, Design and Technology	Geography, History	Geography, Science, Design and Technology

**Chestnut Class**

Year 2 and Year 3

Year A	Autumn	Spring	Summer
<b>Book Title:</b>	Rapunzel	One Plastic Bag	Leon and the Place Between
<b>Genre:</b>	Fiction – Traditional Tale	Non-Fiction – Information Text	Fiction – Fantasy
<b>Wider Curriculum Links:</b>	N/A	Science, PSHE, Geography	N/A
<b>Book Title:</b>	Olga da Polga	Tales of Wisdom and Wonder	Monster Slayer
<b>Genre:</b>	Fiction – Classic	Fiction – Folk Tales	Fiction – Historic
<b>Wider Curriculum Links:</b>	Science	History, Art	History

Year B 2023 – 2024	Autumn	Spring	Summer
<b>Book Title:</b>	The Secret of Black Rock	Jelly Boots, Smelly Boots	The Iron Man
<b>Genre:</b>	Fiction – Adventure	Poetry - Anthology	Fiction – Contemporary Classic
<b>Wider Curriculum Links:</b>	Science, Geography, History, Design and Technology	N/A	Science, PSHE
<b>Book Title:</b>	The King Who Banned the Dark	Arthur and the Golden Rope	Escape from Pompeii
<b>Genre:</b>	Fiction – Picture Book	Fiction – Adventure	Fiction – Historic
<b>Wider Curriculum Links:</b>	PSHE	History, Design and Technology, Art	History, Geography, Science, Design and Technology

**Oak Class**

Year 4 and Year 5

Year A	Autumn	Spring	Summer
<b>Book Title:</b>	The Lion and the Unicorn	The Dam	The Miraculous Journey of Edward Tulane
<b>Genre:</b>	Fiction – Historic	Fiction – based on a true story	Fiction – Adventure
<b>Wider Curriculum Links:</b>	History	Geography	Geography
<b>Book Title:</b>	The Boy at the Back of the Class	Varjak Paw	Charlotte’s Web
<b>Genre:</b>	Fiction – Dilemma	Fiction – Fantasy	Fiction – Classic
<b>Wider Curriculum Links:</b>	PSHE	N/A	Geography

Year B 2023 – 2024	Autumn	Spring	Summer
<b>Book Title:</b>	Pugs of the Frozen North	How the Stars Came to Be	Varmints
<b>Genre:</b>	Fiction – Adventure	Fiction – Folk	Fiction – Dilemma
<b>Wider Curriculum Links:</b>	N/A	History, PSHE	Geography, Design Technology, PSHE
<b>Book Title:</b>	Treason	Cosmic Disco	A Boy and a Bear and a Boat
<b>Genre:</b>	Fiction – Historic	Poetry Anthology	Fiction – Adventure
<b>Wider Curriculum Links:</b>	History, Art and Design, Design Technology	N/A	Geography, PSHE

**Willow Class**

Year 6

Year A	Autumn	Spring	Summer	
<b>Book Title:</b>	Shackleton's Journey	Imagine a Story Project	Rain Player	
<b>Genre:</b>	Non-Fiction – Recount	Fiction – Various	Fiction – Historic/Folk	
<b>Wider Curriculum Links:</b>	Geography, History, RE, PSHE, Maths, Art and Design, Design Technology	PSHE	History, Geography, Art and Design, Design Technology	
<b>Book Title:</b>	Survivors	Floodland	London Eye Mystery	Twitch
<b>Genre:</b>	Non-Fiction – Recount	Fiction – Fantasy	Fiction – Mystery	Fiction – Adventure
<b>Wider Curriculum Links:</b>	Geography	Geography, Design and Technology	N/A	N/A

## Writing Genres

### Elm Class – Reception and Year 1

A	B	Fiction	A	B	Non-Fiction	A	B	Poetry	Year A	Year B
		Adventure	C		Discussion		C	Free-verse	<p><b>Hello Friend</b> Beware of the Crocodile</p> <p>The Everywhere Bear (and traditional tales) Handa's Surprise</p> <p>Adventures of an Eggbox Dragon We're Going on a Bear Hunt</p>	<p><b>Astro Girl</b> The Jolly Postman (&amp; The Christmas Postman)</p> <p>Poems to Perform The Snail and the Whale</p> <p>The Secret Sky Garden Pattan's Pumpkin</p>
		Mystery			Explanation			List		
		Science Fiction	C		Instructional			Shape		
		Fantasy			Persuasion			Cinquain		
		Historical Fiction			Non-chronological			Acrostic		
C		Contemporary Fiction			Recount			Limerick		
		Dilemma Story			Information			kennings		
		Dialogue			Diary			Haiku		
C		Non-fiction narrative			Biography/autobiog.	C		Rhyming/couplets		
					Science Experiment			Figurative		
		Myths			Journalistic			Personification		
		Legends			Formal Letter			Repetition		
		Fairy Tales			Informal Letter			Similes		
		Fables			Advertisements			Metaphors		
		Traditional Tales			Note-taking			Nonet		
		Comic Strips								

Year A			Year B		
Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Friendship poster Friendship information card</p> <p>Descriptive annotations Informative/scientific leaflet or poster Firework poems</p>	<p>Poetry – rhyming "Lost" poster</p> <p>Animal Fact file Diary Dilemma retelling</p>	<p>Instruction writing Persuasive Letter (formal)</p> <p>Letter in role – Bear is friendly/fierce New version – story or poem</p>	<p>List writing Letter of advice</p> <p>Fairy tale character fact file Fairy tale journey story Advert for product – DT link</p>	<p>Various poetry pieces Author Fact File</p> <p>Travel journal Information text – food chains or other</p>	<p>Descriptive annotations Informative/scientific leaflet or poster</p> <p>News report - recount Dairy – writing in role</p>

Purple = more than once

Pink = covered elsewhere in the wider curriculum

Chestnut Class – Year 2 and Year 3

A	B	Fiction	A	B	Non-Fiction	A	B	Poetry	Year A	Year B
		Adventure			Discussion	C	C	Free-verse	Rapunzel Olga da Polga	The Secret of Black Rock
	C	Mystery	C		Explanation			List	Tales of Wisdom and Wonder	The King who Banned the Dark
	C	Science Fiction			Instructional			Shape	The Dragon with a Big Nose	Arthur and the Golden Rope
	C	Fantasy			Persuasion			Cinquain	Leon and the Place Between Monster Slayer	Jelly Boots, Smelly Boots
	C	Historical Fiction			Non-chronological			Acrostic		The Iron Man I was a Rat
	C	Contemporary Fiction			Recount			Limerick		
	C	Dilemma Story			Information			kennings		
		Dialogue			Diary			Haiku		
		Playscripts			Biography/autobiog.			Rhyming/couplets		
		Film narratives			Science Experiment			Figurative		
		Myths			Journalistic			Personification		
	C	Legends			Formal Letter			Repetition		
	C	Fairy Tales			Informal Letter			Similes		
		Fables			Advertisements			Metaphors		
	C	Traditional Tales			Note-taking			Nonet		
		Comic Strips			Interview					
		Setting Description								
		Character Description								

Year A			Year B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Character description (4) Diary (12) 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	Act Description (7) Persuasive Advert (9) Recount (11) Parallel Fiction (16)  Setting description (Thu1) Informal Letter (added) Write a myth	Film narrative (3) Interview (6) Diary (13) Explanation (17) Book review (24)  2-stanza poem (12) Formal letter (13) Argument (17) Dilemma story (21)	Advert (4) Newspaper article (10) Formal letter (15) Historical Adventure narrative (18) Diary (21) Comic Adventure (24)  Various – poetry	Diary entry (6) Letter writing (8) List poem (11) Interview (15) Discussion Comparison (19)  Letter of advice (6) Setting description (8) Newspaper article (15)

Purple = more than once

Pink = covered elsewhere in the wider curriculum



Oak Class – Year 4 and Year 5

A	B	Fiction	A	B	Non-Fiction	A	B	Poetry	Year A	Year B
C	C	Adventure	C		Discussion			Free-verse	The Lion and the Unicorn The Boy at the Back of the Class	Pugs of the Frozen North Treason
	C				Explanation			List		
		Science Fiction			Instructional			Shape	The Dam Varjak Paw	How the Stars Came to Be Cosmic Disco
C		Fantasy			Persuasion			Cinquain		
C										
C	C	Historical Fiction			Non-chronological			Acrostic	The Miraculous Journey of Edward Tulane Charlotte's Web	Varmints A Boy and a Bear and a Boat
C		Contemporary Fiction			Recount			Limerick		
C		Dilemma Story			Information			kennings		
		Dialogue			Diary			Haiku		
		Playscripts			Biography/autobiog.			Rhyming/couplets		
		Film narratives			Science Experiment			Figurative		
		Myths			Journalistic			Personification		
		Legends			Formal Letter			Repetition		
		Fairy Tales			Informal Letter			Similes		
	C	Fables			Advertisements			Metaphors		
	C	Traditional Tales			Note-taking			Nonet		
		Comic Strips			Interview					

Year A			Year B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Informal letter (3) Historical Narrative  Persuasive poster (6) Formal letter (20) News report (25) Recount (30)	Information text (3) Free verse poem (12) Non-chronological report Explanation**  Diary (6) Narrative retelling (17) Persuasive writing (24) Explanation (26)	Diary (3) Informal letters (10) Instruction (12) Autobiography (17) Next chapter (19)  Narrative retelling (5) Non-chronological report (8) Newspaper report (13) Narrative description (17) Letter writing (20)	Diary (4) Note of advice (15) Adventure story (21) Newspaper article (27)  Poetry (6) Persuasive speech (10) Argument (18) Rewrite story (22)	Playscript (2) Folk story (10) Information text (14) Ideation narrative (28)  Poetry – various	Information poster (1) Written debate (10) Letter to MP (12) Second chapter (14+)  Comic strip (5) Mystery chapter (8) News report narrative (10) Alternative ending (19)

Purple = more than once

Pink = covered elsewhere in the wider curriculum

Willow Class – Year 6

	Fiction		Non-Fiction		Poetry	2023 – 2024	2023 – 2024	2024 – 2025
	Adventure		Discussion	C	Free-verse	London Eye Mystery (5/6) The Viewer (Y5/6)  <b>Nebula Reading Week</b> <b>Imagine a Story</b> Floodland Love that Dog  Shackleton's Journey Harry Potter/ Incidentals	Shackleton's Journey Survivors  <b>Imagine a Story</b> Floodland  <b>Nebula Reading Week</b> <b>The Final Year</b> Twitch	Shackleton's Journey Survivors  <b>Imagine a Story</b> Floodland  <b>Nebula Reading Week</b> Rain Player London Eye Mystery
C	Mystery		Explanation		List			
	Science Fiction		Instructional		Shape			
C	Fantasy		Persuasion		Cinquain			
C	Historical Fiction		Non-chronological		Acrostic			
C	Contemporary Fiction	C	Recount		Limerick			
	Dilemma Story		Information		Kennings			
		C						
	Dialogue		Diary		Haiku			
	Playscripts		Biography/autobiog.		Rhyming/couplets			
	Film narratives		Science Experiment		Figurative			
	Myths		Journalistic		Personification			
	Legends		Formal Letter		Repetition			
	Fairy Tales		Informal Letter		Similes			
	Fables		Advertisements		Metaphors			
	Traditional Tales		Note-taking		Nonet			
	Comic Strips		Interview					
	Character Description		Book Review					
	Setting Description							

Shackleton's Journey	Floodland	London Eye Mystery	Love That Dog	Survivors	Rain Player
Factfile (4) CV (8) Motivational Speech (14) Newspaper reports (19)	Informal letter (8) Information text Fantasy narrative (18)	Factfile (2) Police report (9) Nonet (19) Persuasive advert (21) Mystery narrative (29)  <b>Twitch</b>  Balanced argument (6) Information text (7) Poetry (16) Explanation (18) Mystery Story (28+)	Book review (11) Various poetry	<u>Week 1</u> Recount retelling Safety pamphlet (Instruction/Explanation) <u>Week 3</u> Playscript conversation Information text	Instructions Setting Description Diary Ending Prediction Newspaper Article

## 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)
Words where 'ou' makes an /ow/ sound Words where 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Words with the 'ai' digraph Words with the 'ei' digraph Words where 'ey' makes an /ai/ sound Adding the suffix '-ly' Words that are homophones Challenge Words Words ending in 'al' Words ending in 'le' Adding '-ly' when the root word ends in '-le' Adding '-ally' when the root word ends in '-ic' Adding '-ly' when the words do not follow the spelling patterns Words ending in '-er' when the root word ends in 'ch' Words where 'ch' makes a /k/ sound Words where 'que' makes a /k/ sound Words where 'sc' makes a /s/ sound Words that are homophones Words that end in 'sion' Challenge Words Revision of spelling patterns learned in Stage 3	Words that are homophones Words with the prefix 'in-' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' Words with the prefix 'inter-' Words ending in '-ation' Words ending in '-ation' Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' where the ge from the root word remains Words where 'i' makes an /ee/ sound Words ending in '-ious' and 'eous' Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' Words containing an apostrophe for possession Challenge Words Revision of spelling patterns learned in Stage 4	Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in /shul' spelled '-cial' Words ending in /shul/ spelled '-tial' Words ending in /shul/ spelled '-cial' and '-tial' Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words ending in '-fer' Words with 'silent' first letters Words with 'silent' letters Words spelled with 'ie' after c Words where 'ei' makes an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Words that are homophones or near homophones Words that are homophones Words with hyphens Challenge Words Revision of spelling patterns learned in Stage 5	Challenge Words Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' Words with a /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words ending with /shuhl/ spelled 'cial' Words ending with /shuhl/ spelled 'tial' Words beginning with 'acc' Words with the suffix '-ably' Words with the suffix '-ible' Adding the suffix '-ibly' to create an adverb Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination Adjectives to describe settings Adjectives to describe feelings Adjectives to describe characters Grammar Vocabulary Mathematical Vocabulary

Grammar Overview

Elm	Chestnut	Oak	Willow
Year 1	Revision Year 2 Year 3	Revision Year 4 Year 5	Revision Year 6
Finger spaces Punctuating sentences using full stops Capital letters (people’s names and the pronoun I) Conjunctions (and) Question marks and exclamation marks  Nouns, verbs, adjectives Singular and plurals (plural noun suffixes) Suffixes (adding -ing, -ed, -er to verbs) Prefixes (un- changing the meaning of verbs and adjectives)  Sequencing sentences Clauses Consolidation	Nouns (types) Adjectives Verbs (tenses) Adverbs Capital letters and full stops Question marks and exclamation marks Statement, question, exclamation, command Conjunctions – co-ordinating and subordinating  Commas in a list Apostrophes for omission and possession Clauses and phrases Noun phrases Subject, object, verb Main and Subordinate clauses Introduction to paragraphs  Articles/Determiners Inverted commas for direct speech Prepositions Consolidation	Nouns Adjectives Verbs (tenses) Modal verbs Adverbs and adverbs of time Subject, object, verb Question marks and exclamation marks Statement, question, exclamation, command Clauses and phrases Conjunctions Main and subordinate clauses and commas to separate them  Paragraphs Pronouns (Inc. possessive) Determiners Noun phrases Adverbial phrases Commas in a list and after fronted adverbials Prepositions and Prepositional phrases Apostrophes for omission and possession (plural)  Inverted commas for direct speech and comma to separate the speech Relative pronouns, clauses and embedding them Parenthesis – brackets, dashes, double commas Antonyms and synonyms Consolidation	Basic punctuation Statement, question, exclamation, command Word classes (Nouns, adjectives, verbs, adverbs, determiners, pronouns, modal verbs) Paragraphs Antonyms and synonyms Progressive, perfect tenses Commas in a list and after fronted adverbials Clauses and phrases Main and subordinate clauses and comma to separate subordinate and main clauses Apostrophes for omission and possession (inc plural)  Subject and object Active and Passive sentences Parenthesis – brackets, dashes, double commas Conjunctions and prepositions Noun phrases, adverbial phrases and prepositional phrases Inverted commas for direct speech and comma to separate the speech Relative pronouns, clauses and embedded relative clauses  Standard English, formal and informal Semi-colons between two main clauses and in a list Colons to separate clauses and to introduce a list Ellipsis, hyphen, bullet points Subjunctive Consolidation
Standard English throughout			