



ST. ANTONY'S CATHOLIC SCHOOL ENGLISH AND LITERACY CURRICULUM - OVERVIEW -2020



Cohort	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1 Handwriting Reading Spelling Spoken Language (Speaking and Listening) GPS	<p>BASELINE TEST – 3/9/19 WRITING, READING & GPS</p> <p>Cross Curricular Link History: All about The Motown Story Research –When? How? Timeline – Berry Gordy, facts, songs, music icons etc 2 WEEKS - 9/9/19 Biography/ Autobiography Stevie Wonder– begin to plan Diary Entry using facts from Autobiography (Speaking and Listening linked to Who, what, where, when, how and why) Week 3 - 16/9/19 Diary Entry in the voice of Stevie Wonder Week 4 and 5 -23/9/19 Letter Writing – Denise Lewis letter of admiration/letter of appreciation. Which of his songs do you like the most? What did you think about his performance? Week 6 – 30/9/19 Research Sport Icon: Denise Lewis – photos, watch videos and interviews of his achievement, facts, web diagram begin to plan Newspaper Article Week 7 and 8 – 7/10/19 Newspaper Article use a range of Headlines Week 9 – 10, STORIES WITH FAMILIAR SETTINGS 28/10/19- 04/10/19 (Speaking and Listening linked to Who, what, where, when, how and why) There's a house inside my mummy Peace at Last Once there were giants Writing Purpose – Re-write story changing elements e.g. characters, settings Focus: Structure/Sequencing Diary Entry linked to The Tunnel Using features and structure of Diary Entry Week 11/12/13 – 11/10/19 – 25/11/19 NON-FICTION Biography/Recount-Diary Entry Linked to Black History Month Theme: Motown D.R.I.V.E PHONICS ASSESSMENT</p>	<p>NARRATIVE TRADITIONAL TALES 2 ½ WEEKS (30/10-16/11) JACK AND THE BEAN STALK Writing Purpose-Write a story using similar story structure and changing the elements (description, fronted adverbials, sequencing, phrases and punctuation) 2 ½ WEEKS (19/11 – 7/12) THE ENORMOUS TURNIP Write a story using similar story structure and changing the elements (description, fronted adverbials, sequencing, phrases and punctuation) INSTRUCTION TEXT (Non-Fiction) 1 Week (10/12 – 20/12) How to make Rice Crispies Cake (include a caution/warning) TEACHER ASSESSMENT – WRITING , READING & GPS PHONICS ASSESSMENT</p>	<p>NARRATIVE Week 1 Give CTs resources – picture story sequencing Teach model and shared writing -Whole story following sequencing NON-FICTION 2 WEEKS 'HAPPY ME' (CROSS CURRICULUM WITH SMSC) Week 2, 3 & 4 Give CTs resources – different picture story sequencing Focus: pupil planning and writing with CT SUPPORT -Whole story following sequencing Week 5 Focus: pupil planning and writing independently ASSESSMENT/TEST One independent writing piece will be moderated and assessed against National & School Standards PHONICS ASSESSMENT</p>	<p>NARRATIVE Week 1 Give CTs resources – picture story sequencing Teach model and shared writing -Whole story following sequencing Week 2, 3 & 4 Give CTs resources – different picture story sequencing Focus: pupil planning and writing with CT SUPPORT -Whole story following sequencing Week 5 Focus: pupil planning and writing independently One independent writing piece will be moderated and assessed against National & School Standards TEACHER ASSESSMENT PHONICS ASSESSMENT</p>	<p>NARRATIVE Fables Week 1 Hare & Tortoise Week 2 The Fox and the Grape Week 3 Pupils Plan for Writing Assessment Using structure of “The Boy Who Cried Wolf” ASSESSMENT/TEST One independent writing piece will be moderated and assessed against National & School Standards PHONICS ASSESSMENT</p>	<p>NON-FICTION Non-Chronological Report Writing Linked to Science/Environment Weeks 1, 2 & 3 Plants PHONICS SCREENING TEST End of Year Teacher Assessment</p>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark					
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					
Word	Regular plural noun suffixes –s or –es Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]					

Sentence	How words can combine to make sentences Joining words and joining clauses using and, but, s
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YEAR 2 Handwriting Reading Spelling Spoken Language Language (Speaking and Listening) GPS	<p><u>BASELINE TEST – 3/9/19 WRITING, READING & GPS</u></p> <p>Cross Curricular Link History: All about The Motown Story Research –When? How? Timeline – Berry Gordy, 2 WEEKS - 9/9/19</p> <p>Autobiography Aretha Franklin – begin to plan Diary Entry using facts from Autobiography (Speaking and Listening linked to Who, what, where, when, how and why) <u>Week 3 - 16/9/19</u> Diary Entry in the voice of Aretha Franklin</p> <p><u>Week 4 and 5 -23/9/19</u> Letter Writing – letter of admiration/letter of appreciation. Which of his songs do you like the most? What did you think about his performance? <u>Week 6 – 30/9/19</u> Research Sport Icon: Colin Jackson – photos, watch videos and interviews of his achievement, facts, web diagram begin to plan Newspaper Article <u>Week 7 and 8 – 7/10/19</u> Newspaper Article use a range of Headlines <u>Week 9 -10 28/10/19- 04/10/19</u> STORIES WITH FAMILIAR SETTINGS WK2 Literacy and Language (RWI) (Speaking and Listening linked to Who, what, where, when, how and why) Unit 1: Sister for Sale Writing Purpose – Re-write story changing elements e.g. characters, settings Focus: Structure/Sequencing <u>Week 11/12/13 – 11/10/19 – 25/11/19</u> <u>NON-FICTION</u> 1 WEEK- 14 02/12/19 Literacy and Language (RWI) Unit 1: EXPLANATIONS Writing- To write an explanation of a frog's life cycle <u>NON-FICTION</u> 2 WEEKS 15/16 – 09/12/19 – 16/12/19 Biography/Recount-Diary Entry Linked to Black History Month Theme: Motown D.R.I.V.E</p>	<p><u>NARRATIVE</u> STORIES FROM DIFFERENT CULTURES 2 WEEKS -Anancy and Mr Dry Bone (Olive Wk 1 Palm WK 2) -Mufaro's beautiful daughters : an African tale (Palm Wk. 1 Olive Wk. 2)</p> <p>Writing Purpose – Re-write story changing elements e.g. characters, settings Focus: Structure/Sequencing Writing Purpose-Pupils to plan and write similar story using the same story structure.</p> <p><u>RECOUNT</u> 2 WEEKS Cross-curricular R.E. WEEK 1 The Annunciation (Angel visits Mary) WEEK 2 The Visitation (Mary visits Elizabeth) Diary Entry structure used – speak in the voice of Mary or Elizabeth <u>PERSUASIVE WRITING 2Weeks</u> 1st Week 2nd Week Plan and write TEACHER ASSESSMENT – WRITING & READING MOCK SATS</p>	<p><u>NARRATIVE</u> Traditional Tales 2 Weeks Literacy and Language Unit 4: Beauty and the Beast (Speaking and Listening linked to Who, what, where, when, how and why) Writing Purpose – Write a new fairy tale characters, settings Focus: Structure/Sequencing <u>NON FICTION</u> Literacy and Language Unit 4: Instructions 1 Week Writing-Write a clear set of instructions for making a thaumatrope</p> <p><u>NON-FICTION</u> 2 WEEKS 'HAPPY ME' (CROSS CURRICULUM WITH SMSC)</p> <p><u>NARRATIVE</u> STORIES WITH FAMILIAR SETTINGS Literacy and Language 2 WEEKS Unit 5: Chatterbox Ben Writing Purpose- Develop a new character and write a diary entry about something that happened to them. Focus: pupil planning and writing independently ASSESSMENT One independent writing piece will be moderated and assessed against National & School Standards MOCK SATS</p>	<p><u>NARRATIVE</u> Fantasy World 2 Weeks Literacy and Language Unit 6 : Chocolate Planet (Speaking and Listening linked to Who, what, where, when, how and why) Writing Purpose: Write a fantasy story set in space</p> <p><u>NON FICTION</u> 1 Week Unit 6: Information texts Writing Purpose- Write information text about chocolate</p> <p><u>NARRATIVE</u> WEEKS 4 & 5 Give CTs resources – picture story sequencing Teach model and shared writing -Whole story following sequencing Focus: pupil planning and writing independently One independent writing piece will be moderated and assessed against National & School Standards TEACHER ASSESSMENT MOCK SATS</p>	<p><u>NARRATIVE</u> Fables Week 1 Hare & Tortoise Week 2 The Fox and the Grape</p> <p>Week 3 Pupils Plan for Writing Assessment Using structure of “The Boy Who Cried Wolf” ASSESSMENT One independent writing piece will be moderated and assessed against National & School Standards</p> <p align="center">KS1 SATS</p>	<p>LETTER WRITING Week 1 identify Features and Structure -Days 2 – 4 Invite a friend to your Award Ceremony Day 5 - Up level Week 2 Write a letter explaining why St. Antony's is the best school, Day 1 – Plan Days 2, 3 Write Days 4 up level Day 5 Publish</p> <p><u>NON-FICTION</u> Non-Chronological Report Writing EXPLANATION -main heading -sub headings</p> <p>Week 3 CT support – How to take care of (a) pet cat (b) pet dog (c) pet hamster Etc. Week 4 CREATE A MYTHICAL CREATURE -explain how to take care of it</p> <p>Week 3 End of Year Teacher Assessment</p>
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma					

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 [for example, the girl's name]
Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	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.



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YEAR 4 Handwriting Reading Spelling Spoken Language (Speaking and Listening) GPS	<u>BASELINE TEST – 3/9/19 WRITING, READING & GPS</u> Cross Curricular Link History: All about The Motown Story Research –When? How? Timeline – Berry Gordy, Jr, Quincy Jones, Smokey Robinson 2 WEEKS - 9/9/19 Diary Entry – Berry Gordy Jr or Quincy Jones begin to plan Diary Entry using facts from Autobiography (Speaking and Listening linked to Who, what, where, when, how and why) <u>Week 3 - 16/9/19</u> To discuss plan and write a Diary Entry in the voice of an icon Berry Gordy or Quincy Jones <u>Week 4 and 5 -23/9/19</u> Letter Writing – letter of admiration/letter of appreciation. Which of his songs do you like the most? What did you think about his performance? <u>Week 6 – 30/9/19</u> To write a biography and autobiography – The Three Degrees Research Sport Icon: Dailey Thompson – photos, watch videos and interviews of his achievement, facts, web diagram begin to plan Newspaper Article <u>Week 7 and 8 – 7/10/19</u> Newspaper Article use a range of Headlines <u>Week 9 -10 28/10/19- 04/10/19</u> NON-FICTION DIARY ENTRY (CROSS-CURRICULAR WITH BLACK HISTORY) <u>Week 11/12/13 – 11/10/19 – 25/11/19</u> NON-FICTION WEEK 14 02/12/19 BIOGRAPHY/AUTO BIOGRAPHY (CROSS-CURRICULAR WITH BLACK HISTORY) Theme: Motown D.R.I.V.E 2 WEEKS 15/16 – 09/12/19 – 16/12/19 LETTER WITING (CROSS-CURRICULAR WITH BLACK HISTORY NEWSPAPER ARTICLE (CROSS-CURRICULAR WITH BLACK HISTORY)	NON-FICTION 2 WEEKS PERSUASIVE ARGUMENT- BRITISH VALUES NARRATIVE 2 WEEKS SUSPENSE STORIES NON-FICTION NON-FICTION RECOUNT Cross-curricular R.E. WEEK 1 The Annunciation (Angel visits Mary) WEEK 2 The Visitation (Mary visits Elizabeth) Diary Entry structure used – speak in the voice of Mary or Elizabeth INTERVIEW CHARACTERS IN THE CHRISTMAS STORY TEACHER ASSESSMENT – WRITING & READING	NON-FICTION 1 WEEK NON-CHRONOLOGICAL REPORTS (CROSS CURRICULAR WITH SCIENCE OR HISTORY) NON-FICTION 2 WEEKS PATRIOTISM (CROSS CURRICULUM WITH SMSC) NARRATIVE 2 WEEKS ADVENTURE STORIES ASSESSMENT One independent writing piece will be moderated and assessed against National & School Standards	NARRATIVE 2 WEEKS MYSTERY STORIES NON-FICTION 2 WEEK EXPLANATION TEXT (CROSS CURRICULAR WITH SCIENCE OR HISTORY) NON-FICTION 2 WEEKS LETTER OF COMPLAINT TEACHER ASSESSMENT	NARRATIVE 2 WEEKS MYTHS AND LEGENDS 2 WEEKS RECOUNT NON-FICTION 1 WEEK INFORMATION TEXTS ASSESSMENT One independent writing piece will be moderated and assessed against National & School Standards	NARRATIVE 2 WEEKS FABLES NON-FICTION 1 WEEK INSTRUCTIONAL TEXT 1 WEEK POETRY End of Year Teacher Assessment	
	Terminology for pupils	determiner pronoun, possessive pronoun adverbial					
	Punctuation	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					
	Word	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]					
	Sentence	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.]					
	TEXT	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					

